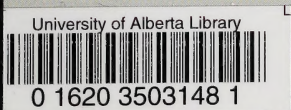


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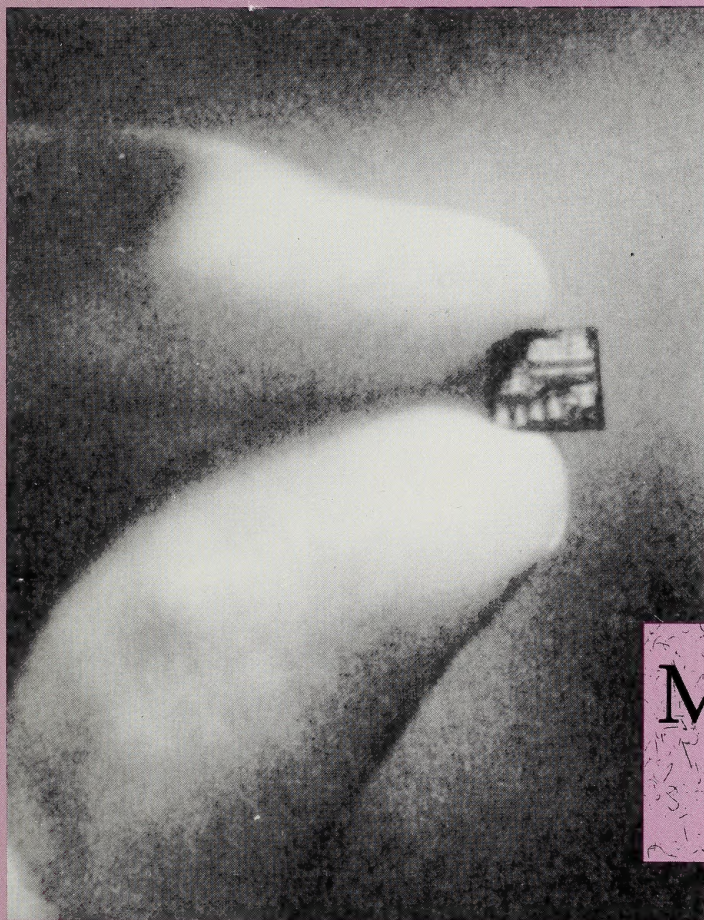


Journal Studies 23

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Economic Choices




Module
7



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Social Studies 23

Module 7

ECONOMIC CHOICES



Social Studies 23
Student Module
Module 7
Economic Choices
Alberta Distance Learning Centre
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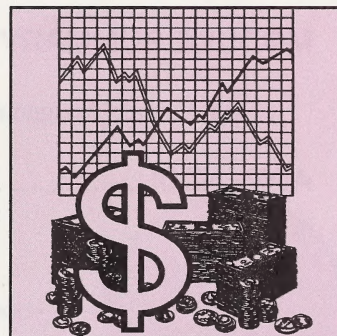
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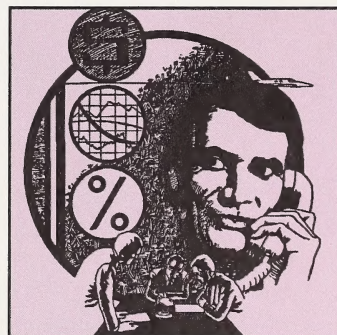
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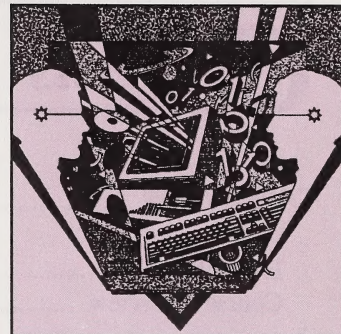
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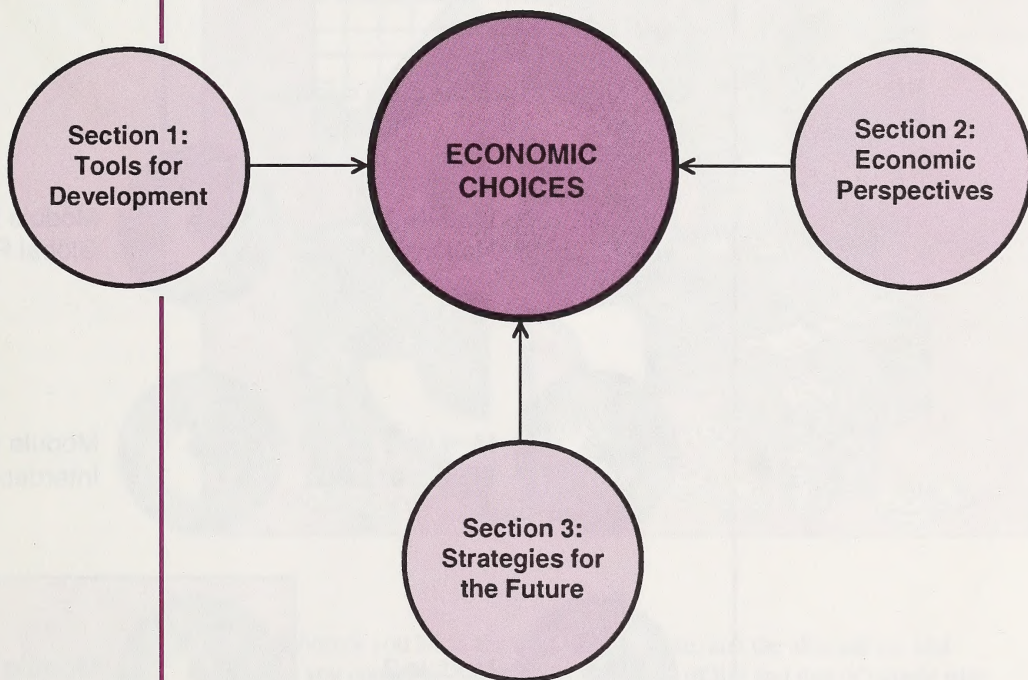
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OVERVIEW

In the previous module the focus was on how quality of life is affected by the interdependence of peoples and nations. Economic and social factors, as well as environmental factors, influence quality of life on a global scale.

Economic choices influence the quality of life of people. In this module you will have an opportunity to learn that the kinds of resources and their distribution, the choices of economic activities and strategies, and the different approaches to life (social values, customs, religion) determine the quality of life in any given region.



Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In this module you are expected to complete three section assignments and one final module assignment.

The assignment breakdown is as follows:

Section 1 Assignment	20%
Section 2 Assignment	20%
Section 3 Assignment	10%
Final Module Assignment	<u>50%</u>
TOTAL	100%

Course Overview

Social Studies 23 contains seven modules.



Module 1
Nationalism



Module 5
Global Regionalism



Module 2
Industrialization



Module 6
Interdependence



Module 3
Egalitarianism

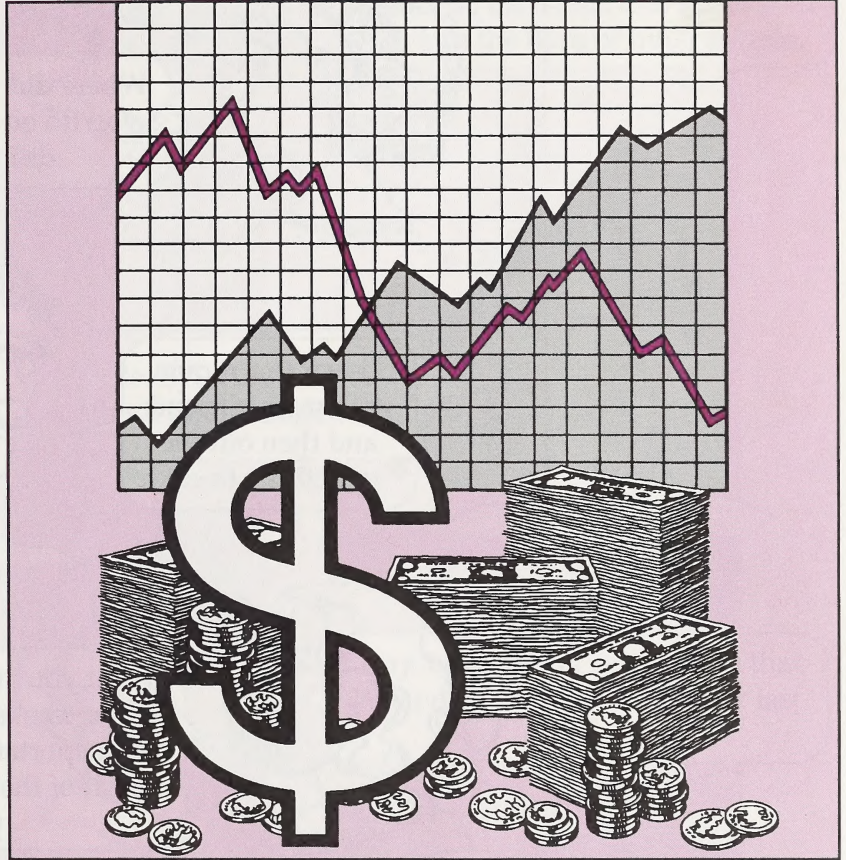


**Module 7
Economic Choices**



Module 4
Quality of Life

Tools for Development



The resources you have, the choices you make, and the alternatives and strategies you consider – all affect your quality of life and that of people who may be thousands of miles away. Remember that many things you consume are not produced locally.

By learning about kinds of resources and their distribution you will understand why people choose certain economic activities in order to improve their quality of life.

Activity 1: Understanding the Concepts



Where did you go and what did you do on the weekend? How did you get there?

I went to a movie with my girlfriend and then out for something to eat.



What you ate, where you went on the weekend, and the kind of transportation you used are the result of the choices and decisions you made.

But how do those decisions affect my life and the lives of others?





As an individual you make many economic decisions that affect your life and the lives of other people.

Really! How? I don't think I quite understand.



Okay. Let's see if I can explain that. What did you have for dinner last night?

A burger, fries, and a milkshake – and pie for dessert.





So, you made some choices. First, consider why we make choices or decisions. What factors must we consider? The following reading should help.

Cost: the price of an item, that is, what you give up to get something

Benefit: something that is of use to you or that satisfies you

*Scarcity: absence of enough of something to satisfy you
There is scarcity in every society because there is never enough to satisfy everyone's wants.*

Plenty: measure of enough of something to satisfy you

Making Decisions

You make many everyday decisions by considering the **cost** (how much) of things and the **benefits** (how satisfying) to you.

If you have a job and it does not pay well, you might not have too much money available (**scarcity**). On the other hand, if you have a good job that pays well, you will likely have more money (**plenty**) and thus more economic choices.

1. List the food items included in one of your average dinners.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. What was the approximate cost of that meal? _____

3. How was the money to buy it earned?

4. Why did you choose that particular type of food?

5. Where did the food come from?

6. Who was affected by the choices you made in eating that meal?


Check your answers by turning to the Appendix, Section 1: Activity 1.




So then what you're saying is that what I buy or where I go depends on how much money I have and how badly I want to do it or buy it?



That's right.



Do people or nations have an organized way of making such decisions?



Yes, it's called an economic system. That's explained next . . .

Economic Systems

The way you earn money, and the way you spend it are results of a system. The individual, the group, and the nation use a system to produce things and to use them. This is called an **economic system**. The system used affects quality of life. Every nation develops an economic system according to the values and goals of the society and its leaders.

Economic system: a set of methods by which a person or group decides how to obtain money and how to spend it



What you ate last night may have been determined by the food that was available, its cost, and its benefits to you.

The quantity and the kinds of resources available determine what needs and wants may be satisfied.

The quality of life is determined not only by **what** you have but also by **how** you use what you have. Because there is always a difference between what you desire and what you have, you have to decide which desires are to be satisfied first.



The choice of a pet may be determined by the animals available, the facilities required, and the costs involved. Your desire for a large dog may have to be changed because of your ability to afford and house only a goldfish.

Activity 2: Kinds of Resources

In a past module you looked at the three main types of resources. Here is a brief review.





1. What were the three kinds of resources discussed?

- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 1: Activity 2.



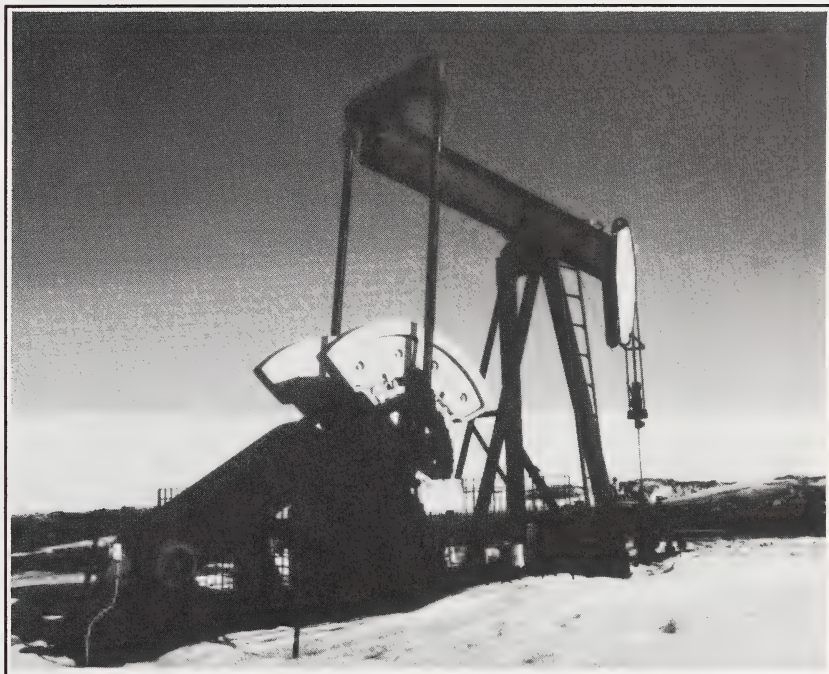
A discussion of each of the three kinds of resource follows.

Land



Land resources: all natural resources; raw materials

Land is a very important resource. All the natural resources (raw materials) are called **land resources** and are used to produce various essentials.



Oil has been a very valuable land resource in Alberta.

WESTFILE INC.

Try to imagine the many resources we use to produce goods that come from the land.



You mean like trees to make lumber and paper, iron ore to make steel, and coal to produce electricity? That kind of thing?



Yes, exactly. But not only those. The air you breathe, the water you drink, the birds, the animals, the soil, and minerals are also land resources.



Great! That's pretty straightforward. What about labour resources?



Okay. Labour will be explained next.



Labour resources: work performed by people that produces something or provides a service

Labour

Humans provide the work and the effort to make and produce goods. If you have a job, you may provide a special skill to make a finished product. The carpenter builds houses; the farmer cultivates crops. These are only two examples of humans who make and produce goods. But there is almost an infinite number of necessities that are made and produced by humans.



What product do construction workers make?

WESTFILE INC.

In addition, people also provide special skills for the benefit of everyone without making or producing a particular product. These skills are called services. The mechanic who repairs cars, the plumber, the electrician, the waiter, the singer – they all provide a special skill for the benefit of others.



Capital


Capital resources: goods or tools used to produce products and services

When you think of **capital resources**, the dollar sign comes up in your mind. In reality capital is more than money. It includes everything made by human beings, including money, used to produce goods and services: the tractor, the car, factories, machines – all are examples of capital resources.



Money is only part of capital.


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That's a little hard to follow.

One way to help identify a capital resource is to say that it is what is not consumed in the process of producing a product.





Thus, the camera that is used to take a photo is a capital resource while the film is not.

2. Put the resources listed here into the proper column according to whether they are land, labour, or capital.
- computer
 - farmer
 - forest

- waiter
 - car
 - petroleum

- money
 - mechanic
 - animals

- iron ore
 - factory
 - engineer

Land	Labour	Capital

Check your answers by turning to the Appendix, Section 1: Activity 2.

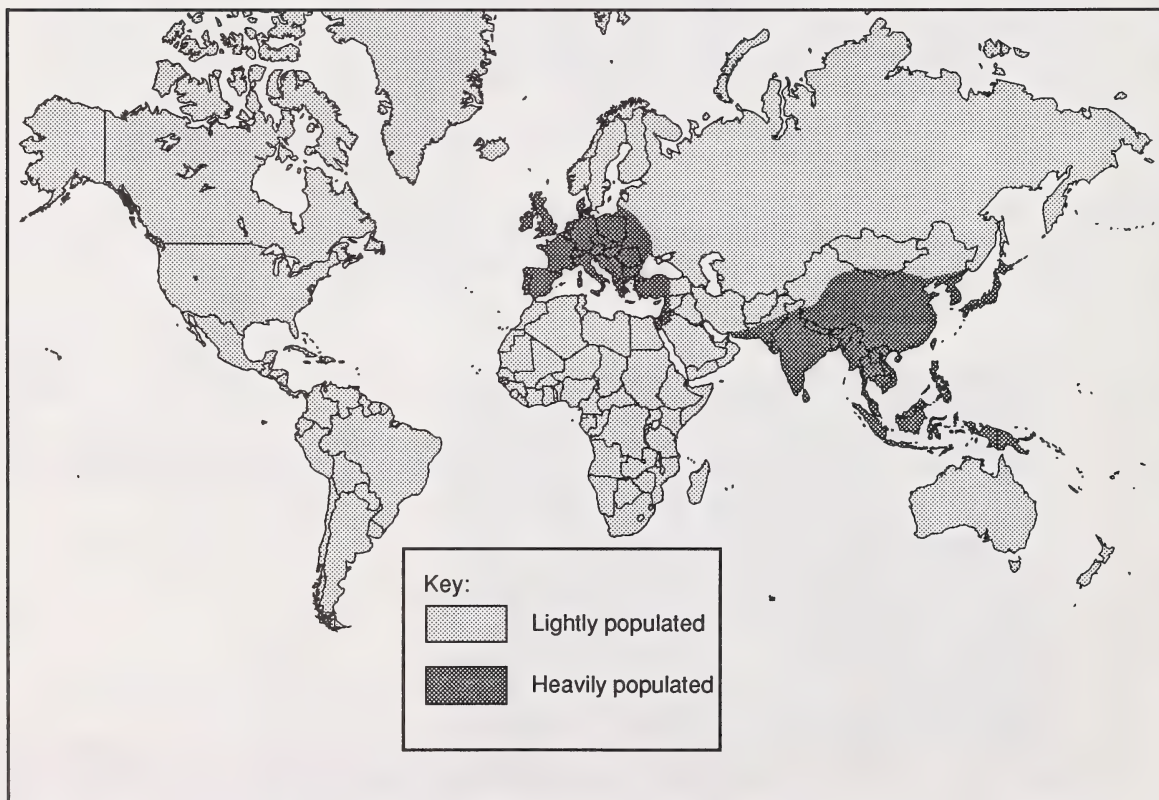
Activity 3: Resources/Distribution

The quality of life of the people in any country is related to the quantity and the type of resources available. For example, you may have a farm or rental property. This is an example of a land resource. You may have a trade (skill). This is an example of a labour resource. You may have an investment in a bank, a set of mechanic's tools, or a tractor. These are examples of capital resources.

Your neighbour may have more of these resources than you have. The difference in the distribution of resources is called imbalance. The earth has many resources but they are not evenly distributed.

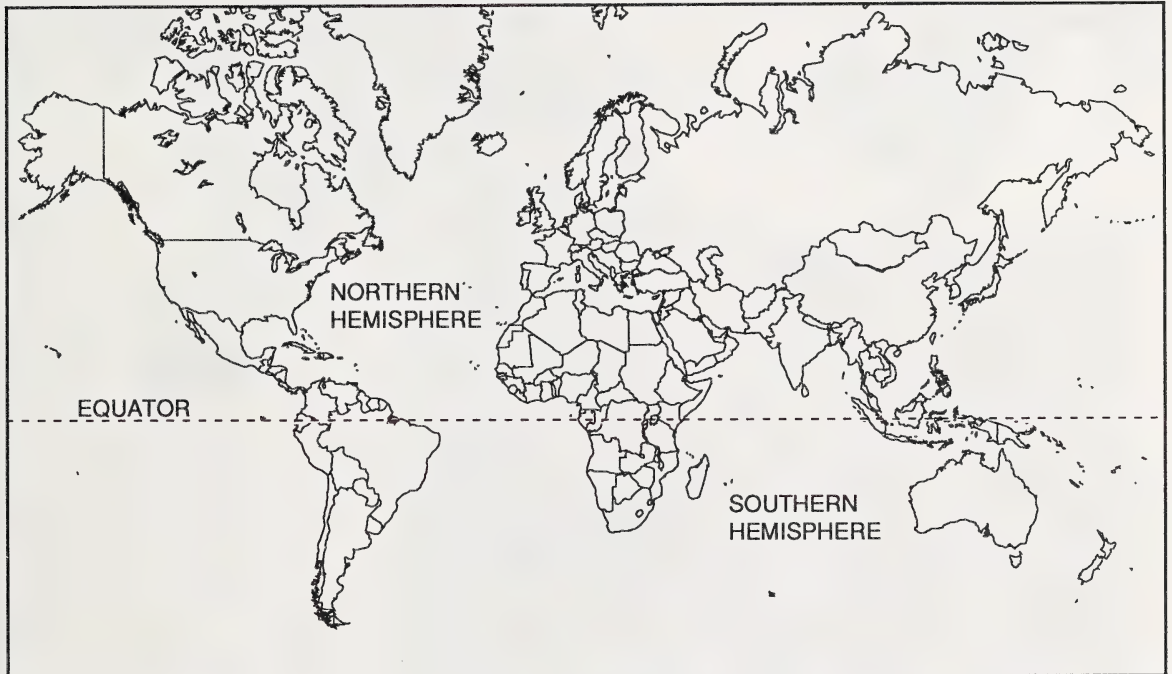
Look at the following maps to get an idea of the imbalance in the distribution of the three types of resources discussed in Activity 2 and described again in the preceding paragraph.

Map 1: Labour (Population Distribution)



The preceding map indicates that most of the population of the world is in Europe and Asia. In Module 5 you learned that the density of population is very high in these two regions.

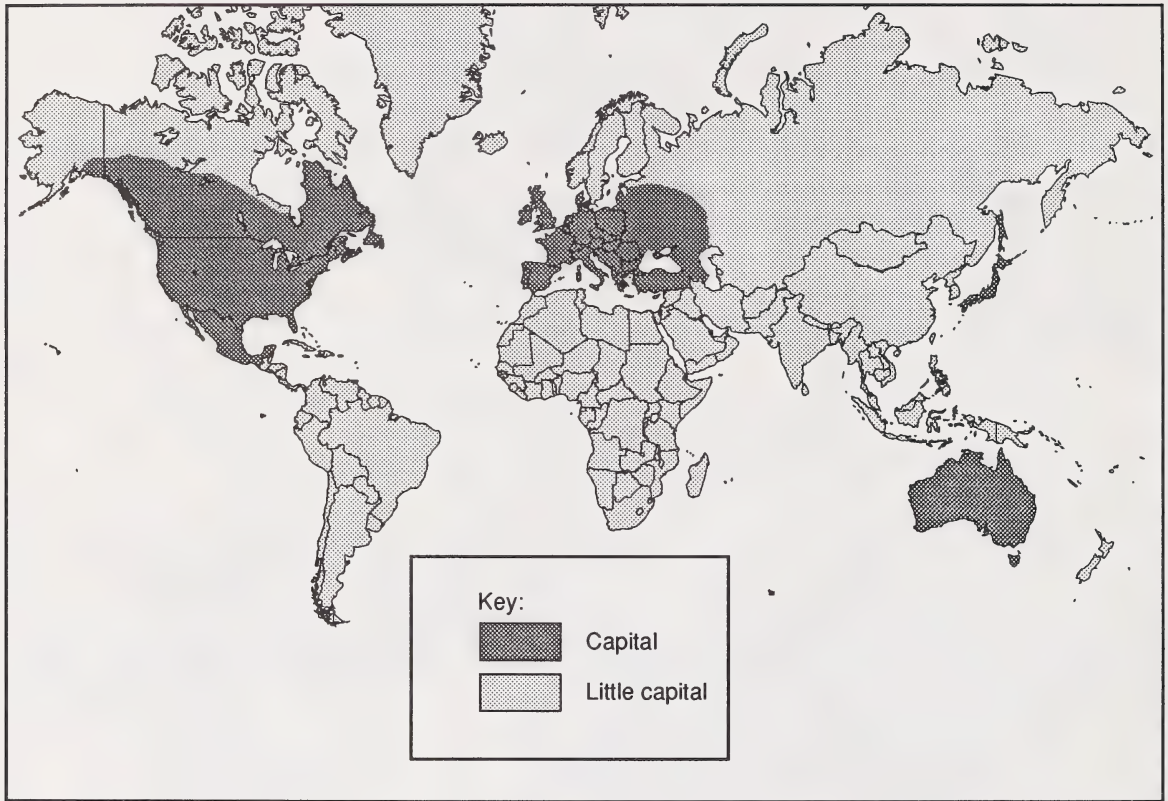
Map 2: Land



1. State where most of the population of the world is concentrated. Look at Map 1.

2. Which hemisphere has most of the land? You remember that land includes many things. Review Activity 2 of this section to refresh your memory.

Check your answer by turning to the Appendix, Section 1: Activity 3.

Map 3: Capital

In Activity 2 of this section you learned that capital is more than money. By looking at Map 3 you notice that most of the capital resources of the world are concentrated in very few areas, namely North America, Europe, the C.I.S. (Commonwealth of Independent States), Japan, and Australia.

3. Look at Map 3 and state the areas where the most capital is found.

Check your answers by turning to the Appendix, Section 1: Activity 3.

Resource Use

Kinds of resources available and their distribution determine to a large extent the quality of life that exists in a given country. People and governments try to overcome the uneven distribution of resources by developing the resources available. As you learned in Module 6 on global interdependence, people specialize in the development of resources they have in order to achieve the quality of life that they wish to enjoy.

Canada produces much grain because it has good soils, but most of it is sold. With the money from sales Canadians buy fresh fruit from other parts of the world because in many parts of the country the climate is too cold for growing fruit.



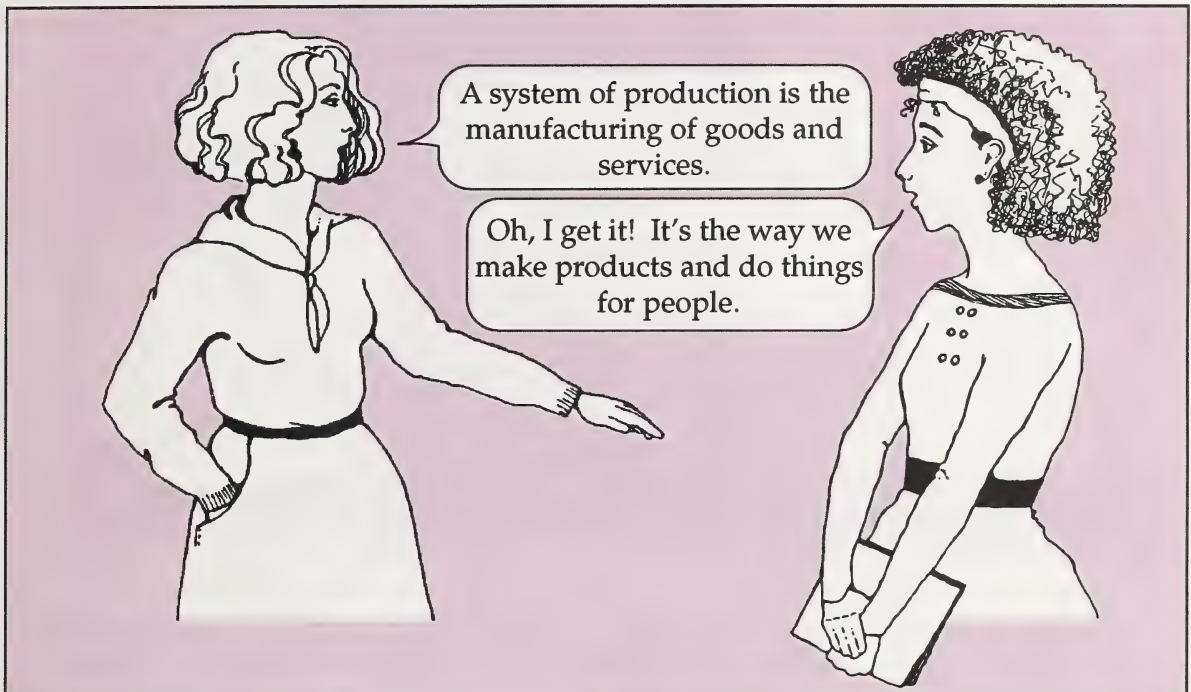
Canada's many resources are used, to a great extent, to improve quality of life.


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Activity 4: Production and Consumption

Listen in on this conversation regarding systems of production and consumption.







Exactly! But even that has changed over time, as you will see.

At one time people lived a very simple life. For the most part, people lived in the country and in small villages. The dominant activity was agriculture. Goods were produced for personal use and no surplus was available. Over the centuries, however, many strategies have been used to make more goods available for consumption.

1. Make a list of what you and your family produce. Remember that you may produce goods and/or services. List at least five items.

- _____
- _____
- _____
- _____
- _____

2. Make a list of the goods and services that you have used so far today.

3. Explain how the goods and/or services that you produce and consume improve the quality of your life.

Check your answers by turning to the Appendix, Section 1: Activity 4.

Trade





In most cases I guess the answer to that question would be no.

You're right. In the last while you may have exchanged a musical tape with a friend for a book you wanted to read.



Yes, I've done that sort of thing before.

When we exchange one thing for another, we call the process **trade**.



Trade: the exchange of one thing for another



When natural gas from Alberta is sold to Ontario, and Albertans buy manufactured goods made in Ontario, that's trade too, isn't it?

Yes, it is. It's also trade when wheat from the prairies is sold to the U.S. and fresh fruit from there is sold here.



Trade is very important, isn't it?

Yes, it is. Trade benefits everyone, as the reading that follows shows.



In the past, people living in the cities relied on trade to exchange the goods they produced to acquire the goods (for example, food) they did not have.

In today's world many countries have chosen trade to bring about economic development. Specialization and efficiency of trade may be a better way to acquire goods than achieving self-sufficiency.

Japan is a very good example of a trading nation. Japan has a very important resource – labour, or people. With a large number of skilled workers, Japan has been able to industrialize and to sell the goods produced to other countries. Japan imports (buys) many raw materials from other countries and exports (sells) manufactured goods.

Using this strategy, Japan has been able to provide a high standard of living (wealth) and, for many, a high quality of life (happiness).

4. What is Japan's most important resource?

5. What is trade?

6. Define these terms:

• import:

• export:

Check your answers by turning to the Appendix, Section 1: Activity 4.



Foreign Investment

Governments allow foreign investment in some areas of the economy either because the capital is not available or to increase the pace of development.



Foreign investment: the investing of one country's money into the economy of another country

The question of **foreign investment** may be a concern for less-developed countries. It is suggested that as foreign investment increases in any given country, there may be a loss of identity and political independence.

Japan, the U.S., and European countries often provide capital to develop resources in other countries.

7. Should a country limit foreign investment? List some advantages and disadvantages of foreign investment.

Advantages	Disadvantages
<ul style="list-style-type: none">• _______________• _______________• _______________	<ul style="list-style-type: none">• _______________• _______________• _______________

Check your answers by turning to the Appendix, Section 1: Activity 4.



Resource Development

The way available resources are used may affect quality of life. You already know that the developed nations of the world use a large share of the world’s resources. In fact, the developed world which has only 20 percent of the world’s population uses more than 60 percent of the world’s resources.

The development of resources, in order to be effective, must improve the quality of life of the people who own them.

Many other factors must be considered when resources are developed. You may not want to cut all the trees on your land because erosion may take place and destroy the physical environment forever. You may not want to build pulp mills and pollute the air and the water. These and other factors must be considered. Resources should not be developed without making sure that people and the physical environment are protected.

8. Who uses most of the resources of the world?

9. What factors must be considered before developing available resources?
• _____
• _____
10. When is development effective?

Check your answers by turning to the Appendix, Section 1: Activity 4.

Multinational or multinational corporation: a large corporation with a head office in one country and branch offices or plants in other countries



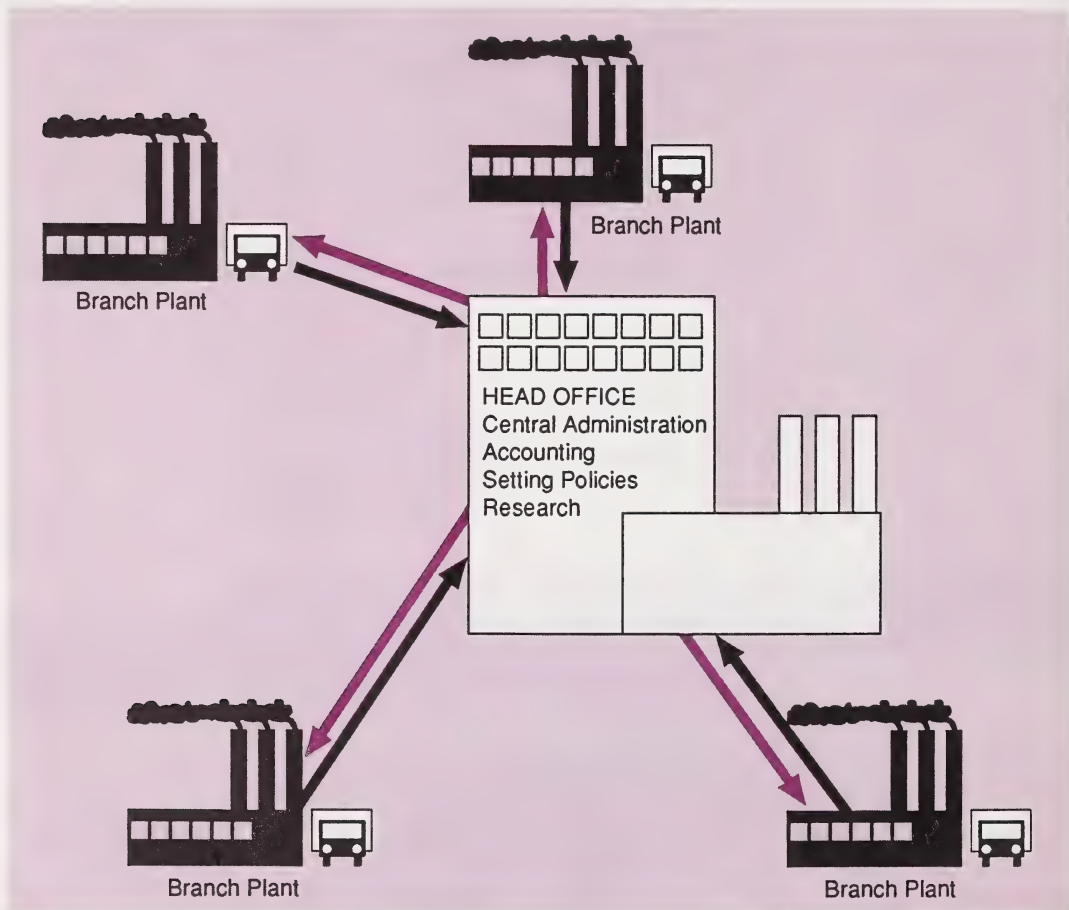
What are **multinationals** and where do they fit in all of this?

Multinationals

When large amounts of money or special skills are required to develop resources, nations sometimes turn to big corporations to do the job. These corporations are called multinationals. These are business enterprises which have their head offices in one country and branch plants everywhere. Exxon is one example. Its head office is in the U.S., but it has branches around the world. In Canada it operates with the corporate name of Esso or Imperial Oil. It also now owns the Texaco chain.

Here is a graphic illustration of the structure of a multinational corporation.

The Multinational Corporation



The arrows show that capital, personnel, goods, and services move two ways in a multinational corporation.

Multinational corporations are very effective in the development of resources. But there is a danger. Multinationals operating in less-developed countries may increase unemployment; they may destroy existing small business operations; they may take the profits out of the country; and they may affect the politics of the country in which they operate.

Despite the drawbacks, multinationals provide significant leadership in the development of resources and in introducing new technologies.

Here is a list of the twenty largest multinationals in the world in 1987. Note the locations of the head offices.

Company	Income (1987)	Location of Head Office
General Motors Corp.	\$ 101 782 000 000	United States
Mitsubishi Corp.	96 606 000 000	Japan
C. Itoh & Co. Ltd.	92 356 000 000	Japan
Mitsui & Co. Ltd.	88 640 000 000	Japan
Marubeni Corp.	82 871 000 000	Japan
Sumitomo Corp.	81 709 000 000	Japan
Royal Dutch/Shell Group	78 306 000 000	Netherlands/U.K.
Exxon	77 721 000 000	United States
Nissho Iwai Corp.	75 441 000 000	Japan
Ford Motor Corp.	71 643 000 000	United States
Mobil Oil Corp.	56 446 000 000	United States
International Business Machines Ltd.	54 217 000 000	United States
American Telephone & Telegraph Ltd.	51 209 000 000	United States
Sears, Roebuck Ltd.	48 440 000 000	United States
British Petroleum Co. Plc	45 198 000 000	U.K.
Toyota Motor Corp.	43 637 000 000	Japan
IRI Group	41 287 000 000	Italy
Nippon Telegraph & Telephone Corp.	40 926 000 000	Japan
General Electric Corp.	39 315 000 000	United States
Nippon Life Insurance Co.	37 704 000 000	Japan



11. Indicate if the following statements are true or false by putting a **T** (true) or **F** (false) in each blank.

- _____ a. Most profits of multinational corporations remain in the branch-office country.
- _____ b. Nine of the twenty corporations in the chart are Japanese.
- _____ c. Multinational corporations are concentrated in a very few countries.
- _____ d. Exxon is a Canadian multinational corporation.
- _____ e. Multinationals have the money necessary to bring about economic development.

Check your answers by turning to the Appendix, Section 1: Activity 4.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

People naturally want to enjoy a good quality of life. Quality of life is affected by many factors. Kinds of resources, their distribution, and things that can be done with them contribute to determine quality of life in a country.

It is important to understand that resources include people, skills, and money, as well as things like soil, trees, minerals, and water.

Development takes place according to the type of resources available. People or governments develop the resources available by determining the quality of life they want.

A country like Canada has given much consideration to education for improving human resources (labour) in order to create rapid development of other resources.

By the same token, many countries of Southeast Asia are using their human resources to achieve economic development, fairly high standards of living, and an acceptable quality of life.

Japan, South Korea, Taiwan, and other countries use human resources to develop manufacturing industries. The availability of cheap labour allows these countries to produce many types of consumer goods and sell them to other countries.

These countries have achieved three important objectives:

- Human resources have been developed to the fullest extent possible.
 - The standard of living has improved considerably.
 - The quality of life is acceptable because basic values, customs, and traditions have not been considerably disrupted.
1. The world has many resources. First, make a list of fourteen specific resources.



• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

2. Now that you have listed them, classify the resources under the headings of land, labour, and capital.

Land	Labour	Capital
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check your answers by turning to the Appendix, Section 1: Extra Help.

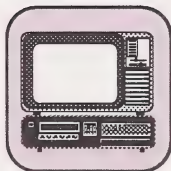
Enrichment

Do either Part A or Part B. Part A is a video and Part B is a print alternative. If you have access to the videotape *Striking A Balance*, which is Show 4 of the *Paths of Development* series, do Part A. If you do not you may complete Part B, the alternative pathway.

Part A

This program looks at the choices that must be made by three countries that are at various stages of development. As you watch it, think of the decisions that are identified and the variety of policies that may result from them. Does it seem that some countries' problems are simpler than others? What policies would you suggest if you were a government planner for one of the countries?

That will be your task. Imagine that you are an expert who is being asked to make some of the hard choices described for one of the countries. You will present your advice in the form of a report. In it you should describe the problems, define the choices, state the choice you would recommend for each problem, and justify each choice. You may wish to give some explanation to show how the bad effects of your policies can be reduced.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Check your answers by turning to the Appendix, Section 1: Enrichment.



Part B

The development of resources implies an improvement in standard of living and often a better quality of life. However, a better life does not always come with more availability of goods.

Imagine that you live on an island. You are happy with the few things you have. The house you live in protects you from the changing weather. The resources at your disposal satisfy all your needs.

Other people come to the island and, as a result, many of the island's resources have to be developed in order to satisfy people's needs.

1. Make a list of nine or ten resources that you probably have at your disposal.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. Now classify the resources in the chart that follows.

Land	Labour	Capital

3. In a short paragraph, indicate a few changes that would have to be made if these resources were to be developed.

[illegible]

Check your answers by turning to the Appendix, Section 1: Enrichment.

Now that people have enough food and good houses, they become impatient. They all want to develop the mineral resources in order to have more money to travel away from the island. In the process of developing the minerals, forests are destroyed, there is noise everywhere, and the air smells of dust and exhaust fumes from the equipment used in the mines. However, everyone on the island is rich.

Certainly, the people of the island have developed more resources to have a better quality of life. But did they really achieve a happier life?

4. If you think that the people of the island have achieved a better quality of life, defend your position by describing in a short paragraph how this is true. If you think the opposite is the case, write a defence of that position.

[illegible]

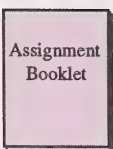
Check your answers by turning to the Appendix, Section 1: Enrichment.

Conclusion

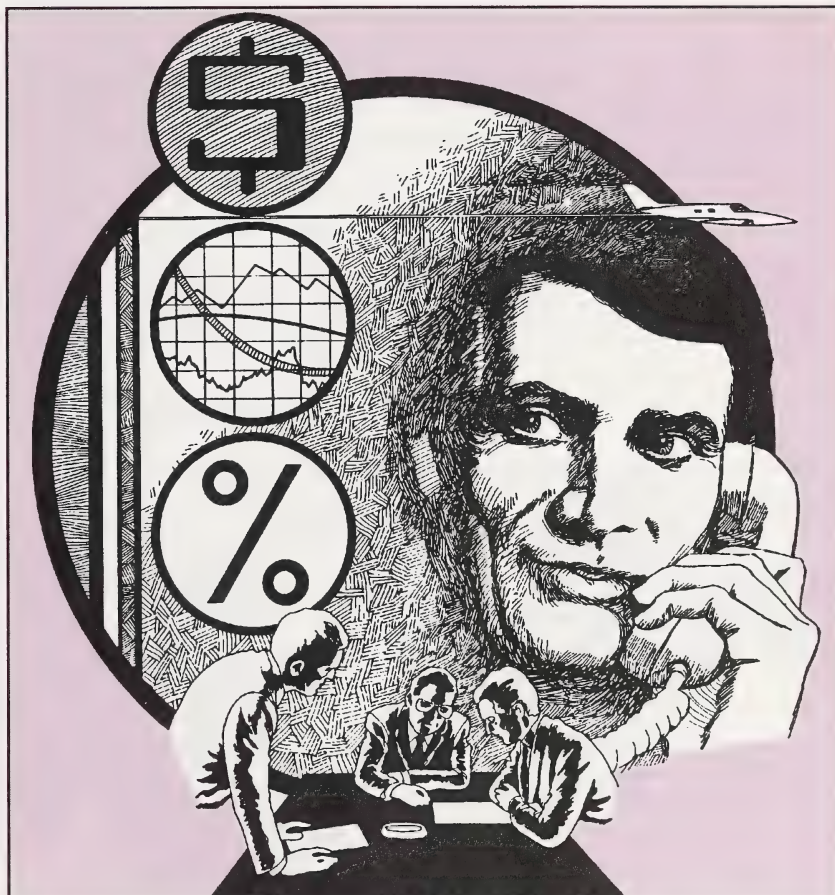
Quality of life is affected by what people have and what people do. In order to achieve the quality of life desired, people must make choices. The choices are the result of the kinds of resources available as well as the skills required to develop those resources.

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.



Economic Perspectives



In this section you will identify various perspectives (or viewpoints) on economic development. You will understand that quality of life is affected by the level of economic development of a country.

Studying maps, interpreting graphs, reading articles, and completing activities will help you to acquire an understanding of the stages of development through which people and regions must go before they achieve a level of development that is acceptable in relation to their way of life.

Activity 1: Development – Subsistence Level

It may be very difficult for you, living in a rich country, to have an idea of what life is like in a less-developed country. The poorest of people in Canada are rich compared to most people living in the poor regions of Africa, Asia, and South America.

Subsistence level of development: a level of development in a country in which people produce what they consume and are limited essentially to life's necessities. Farming is the main occupation.

For hundreds of millions of people quality of life can be described as **subsistence**. It often means living in a shack, without any of the facilities that you take for granted. It also means survival from one day to the next.

In most countries of the less-developed regions of the world, the population is largely rural. Farming is the main occupation. Women are responsible for growing most of the food required to satisfy the basic necessities of life.

Look at the map that follows to get an idea of the location of the less-developed countries of the world.

The Poor and Rich Nations



1. Identify by continent the location of the poor regions of the world.

- _____
- _____
- _____

2. The main occupation of people in poor countries is _____.

3. Who is responsible for growing food in poor countries?

Check your answers by turning to the Appendix, Section 2: Activity 1.

Farming

Less-developed regions with a poor quality of life are characterized by simple economic activities: cultivation of crops and raising of animals.

Agricultural activities involve the cultivation of one main **staple crop** to provide enough food for the family unit. The crop is usually some type of grain. In Asia it may be rice; in South America it may be corn. In Africa the staple crop may be **manioc**.

The cultivation of **cereals** is also common in subsistence agriculture. Some animals are also raised to provide milk and meat. Briefly examine the pictures on the following pages to acquire an understanding of the quality of life in less-developed countries.



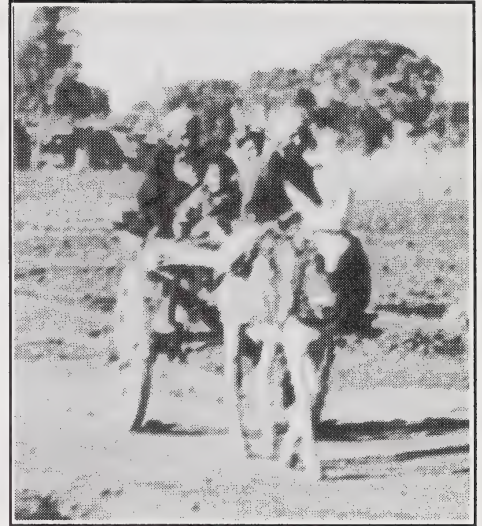
Staple crop: major crop grown to support a people

Manioc: a tropical plant with an edible rootstock

Cereal: edible grain



CIDA Wells provide a reliable and safe source of water.



CIDA This Egyptian farmer relies on animals for transportation.



CIDA Notice the primitive axe this African boy is using.



CIDA How do Albertan harvesting techniques compare to those shown here?



CIDA The wood this girl has gathered will be used for fuel.



CIDA Why would irrigation methods like those shown here be called labour intensive?

4. What is a staple crop?

5. Indicate two uses of animals in less-developed countries.

- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 1.

Living Conditions

Food is the most basic of all needs. The quality of life in less-developed regions is likely to be poor because an adequate food supply is not available. However, three factors make the standard of life very poor in most of the less-developed countries.

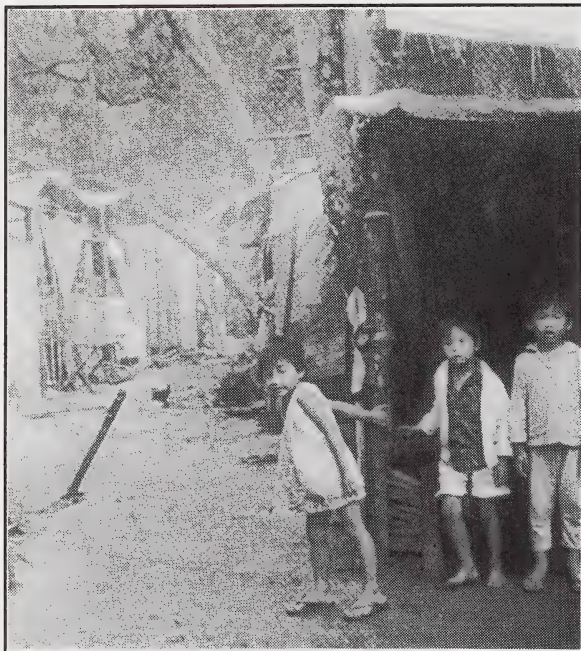
The pictures that follow will help you understand what makes life difficult in the poor regions of the world. You will realize that food is not the only serious problem these regions face.



UNITED NATIONS



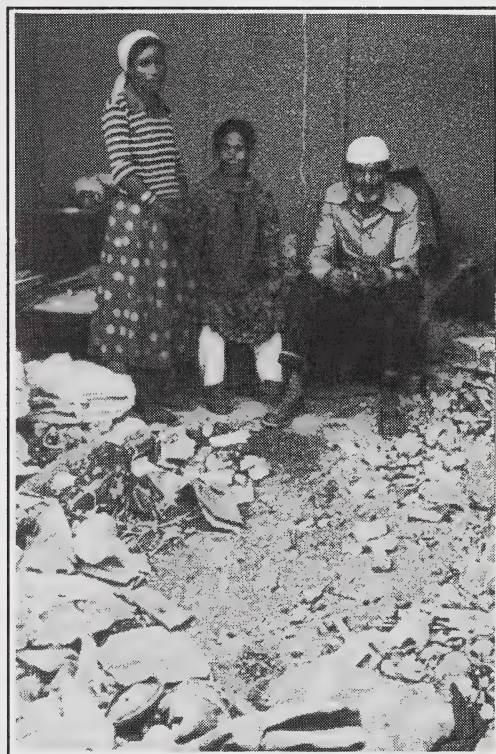
UNICEF



1



UNICEF



UNITED NATIONS

6. Identify several factors, other than food, that affect quality of life.

7. Although it is easy to see many negatives as you examine the preceding photographs, identify what may be advantages to life in less-developed countries. Perhaps this would become easier if you consider for a moment the things that you may not enjoy in your own lifestyle.

Check your answers by turning to the Appendix, Section 2: Activity 1.



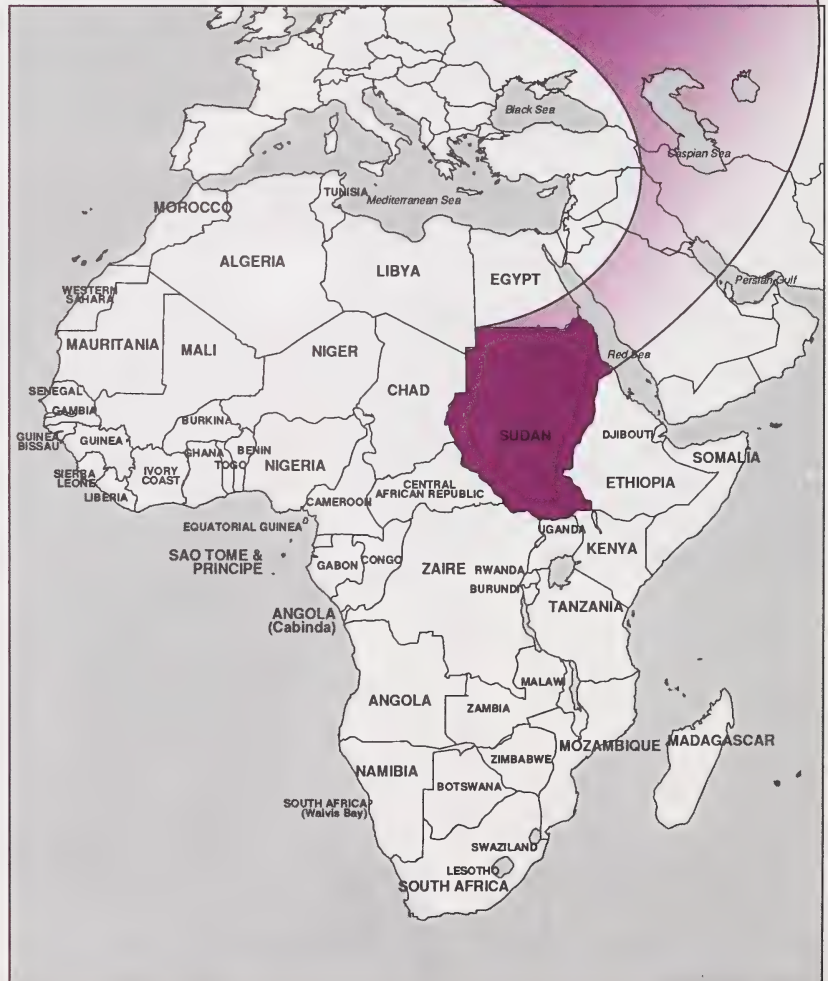
Now that you've learned about the subsistence level of development, study the following example of a subsistence economy – Sudan.

Sudan



Sudan:

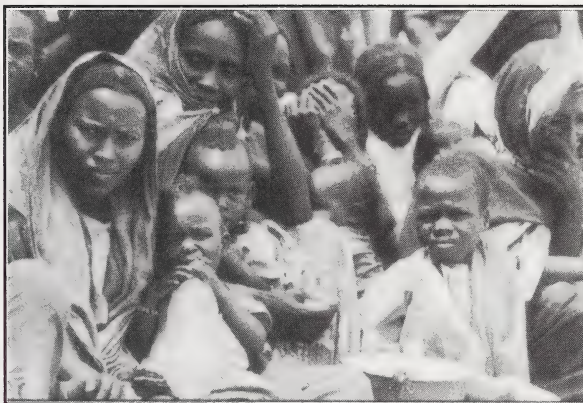
Near and Far



As you have seen from the two preceding maps, Sudan is located in northeast Africa. It is south of Egypt and west of Ethiopia. It is geographically the largest country in Africa.

The various regions of Sudan are linked by the Nile River, but there are very few roads that connect the different areas of the country.

Development in Sudan has been hindered by political conflict and instability, and these add to the problem of food and water supply. Semi-starvation and short periods of famine are common.



CIDA Health of mothers and children is adversely affected by high fertility rates as well as the environmental conditions which affect food and water supplies.

Now, take time to study the following fact sheet on the Sudan.



Rate of population growth: percentage increase in population per year

Death rate: the number of people who die each year for every thousand people in the country

Per capita GNP: The value of all goods and services produced in a country divided by its population

Service industry: tertiary industry

Sorghum: a cereal grain

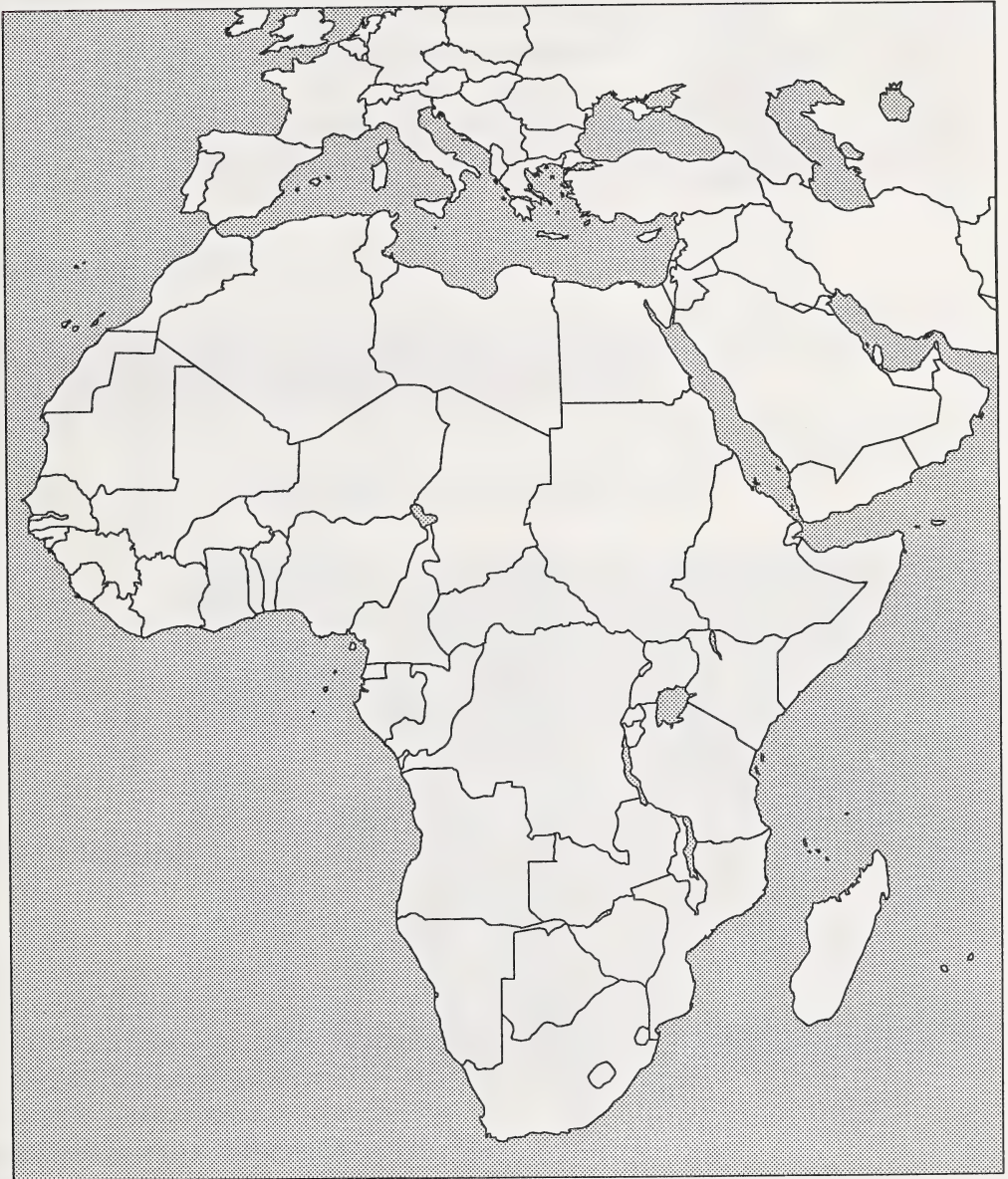
Sudan Fact Sheet

- Sudan has an area of 2.7 million square kilometres.
- Sudan has only ten cities of over twenty thousand people.
- Sudan's population is 21.8 million (1985) but is expected to rise to 33.2 million by the year 2000.
- Sudan's **rate of population growth** is 2.86.
- Sudan's **death rate** is 13.
- Sudan's average life expectancy is 47 years.
- 20 percent of Sudan's adult population is able to read and write.
- Sudan's **per capita GNP** is \$375 U.S. (among the world's lowest).
- Sudan is one of the least developed countries in the world.
- Sudan's labour force is made up as follows:
 - 78 percent are in agriculture.
 - 12 percent are in **service industries**.
 - 10 percent are in primary and secondary industries.
- Agriculture is the most important activity in Sudan, with a heavy dependence on cultivation of cotton.
- In recent years, with the help of other nations, Sudan has increased the cultivation and production of **sorghum**.



Now that you've learned a bit about Sudan, answer the following questions.

8. Locate Sudan on the map of Africa by shading its shape with pencil.



9. Fill in the blanks in the following statements:

- a. The area of Sudan is _____.
- b. The population of Sudan is _____.
- c. The average life expectancy is _____ years.
- d. The _____ River links the various regions of the country.
- e. Most of the labour force (_____ percent) is involved in agriculture.

Check your answers by turning to the Appendix, Section 2: Activity 1.

There are three levels of development:

- subsistence
- transitional
- commercial

You learned that the subsistence level of development is characterized by primary industry and traditional methods. What level of development would be next?

Activity 2: Development – Transitional Level



It's said that people between the ages of twelve and sixteen are in a transitional period; they are neither children nor adults. Childish as well as adult characteristics are present. This really means that qualities of both age levels are present. This is a period of change.

Transitional periods are true of nations as well as people, as the next reading explains.



Transitional level of development: a level of development in a country during the time the country's economy changes from subsistence to commercial

Development – economic, cultural, social, or political – involves stages. At the **transitional level of development**, society has characteristics that are common to both subsistence living and a more advanced level of economic activity.

At this level of development people and nations begin to show their potential for growth. Poverty is still common, but people have an acceptable level of income. The standard of living is usually better than it was.

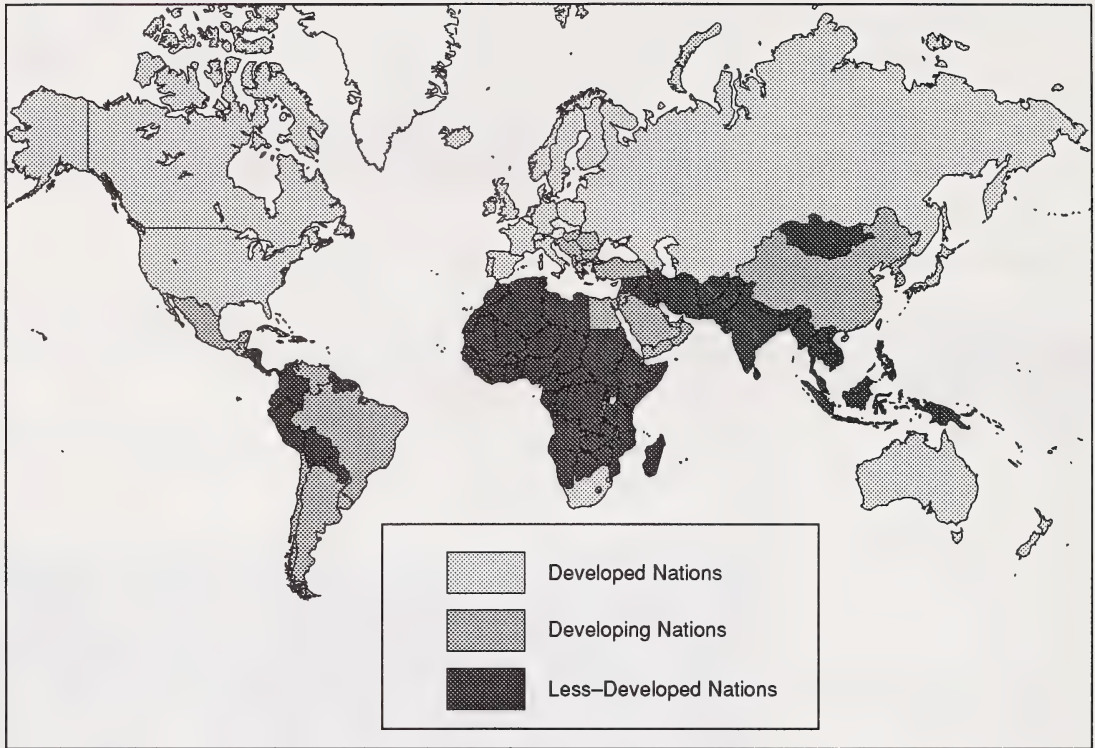


CIDA

There is some use of machines in a transitional society, but they are often simple or outdated.

The map that follows will give you an idea of the location of countries with a transitional level of development. These are called developing countries – a term you should remember from earlier modules.

Developed, Developing, and Less-Developed Nations



As you can see, developing countries are located in the Americas, Africa, Asia, and even Europe.

Democracy: a system of government whereby the people elect their rulers

Communism: a form of socialism that usually involves dictatorial government

Dictatorship: rule by one strong person or group

These countries may have various types of government (**democracy, communism, dictatorship**), but what they have in common is that they are having success in improving their standard of living through the use of various economic strategies.



Try to apply this on a personal level.
When you were a young child how much money did you have and where were you able to go?



As a young child I didn't have any money and I was unable to go to places because I was too young.



How about now that you're a young adult?



I have a part-time job, and as result, I have some money of my own. I can't buy all that I want, but I can buy some things that I like.

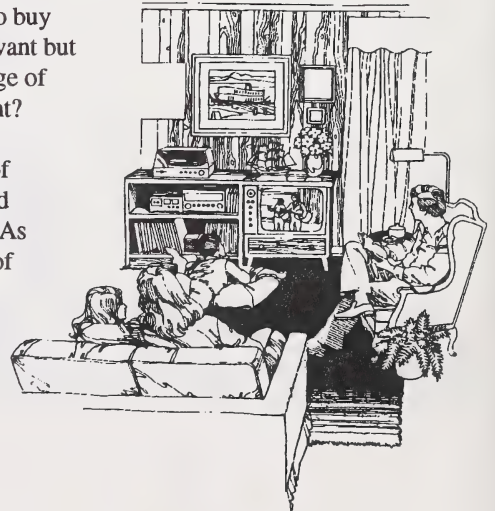


1. Assume that you have an income of \$50 every two weeks from your part-time job. Read the statements given here and indicate the things you can afford to buy or the activities in which you can afford to be involved. Try to remember what your income is. Put check (✓) marks in the appropriate blanks:
 - _____ a. I can buy gum every day.
 - _____ b. I can go dancing and eating out three times a week.
 - _____ c. I can buy a car and pay for my own insurance and my own gas.
 - _____ d. I can buy all the clothing I want.
 - _____ e. I can pay room and board and have money to spare.
 - _____ f. I can go to the movies once a month.
 - _____ g. I have enough money to buy a twelve-speed bike.
 - _____ h. I can buy a pop for a friend.
2. How many of these statements did you check? _____

Check your answers by turning to the Appendix, Section 2: Activity 2.

The money you earn allows you to buy only some of the things that you want but by no means all. Are you in a stage of economic transitional development?

You must understand that levels of transitional development are found even in some regions of Canada. As you know, in some communities of the Maritime provinces life is very difficult. You also know that in Alberta most people can afford more of the things they want. Overall, however, the standard of living in Canada is acceptable and it can be assumed that it will improve.



3. Indicate whether the following statements are true or false by putting a T or F in each blank.
- _____ a. A transitional level of development is characterized by a very slow process of change.
 - _____ b. Developing countries are found only on the African continent.
 - _____ c. The standard of living in developing countries is improving.
 - _____ d. Levels of income are very low in developing countries.
 - _____ e. A country in transitional level development may be compared to an adolescent.

Check your answers by turning to the Appendix, Section 2: Activity 2.

Now that you've learned about the transitional level of development in general, next you'll study an example of it – Egypt.



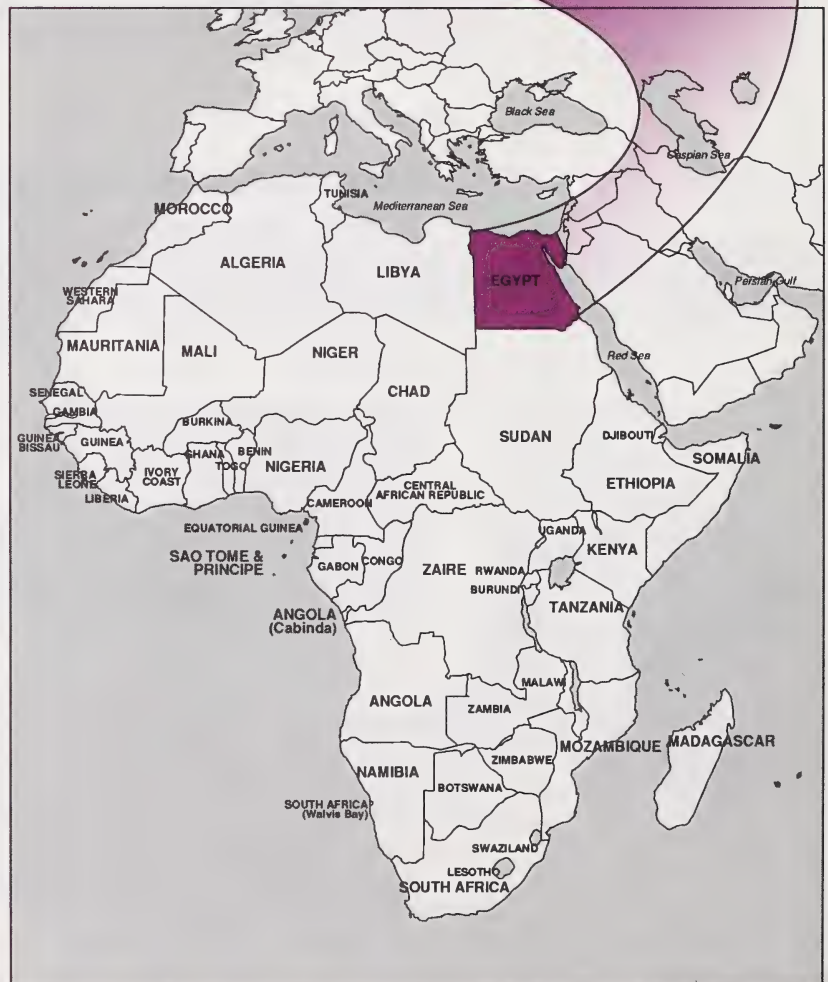
Study the following map. Like Sudan, Egypt is located on the African continent. Egypt is north of Sudan; and the Nile River, which flows north from Sudan, empties into the Mediterranean Sea, dividing Egypt into two regions. With an area of a little more than a million square kilometres, Egypt is less than half the size of Sudan. The population, on the other hand, is more than double that of Sudan. Egypt is classified as a developing country with a potential for the improvement of quality of life.

Egypt



Egypt:

Near and Far





Take some time now to study the information that follows. You'll need it to answer the questions later on. Try to compare what you learn now with what you learned about Sudan.

EGYPT FACT SHEET (1985)

- Egypt has a large and growing population of 49 000 000.
- Egypt has a high density of population at 48.5 people per square kilometre.
- Half of Egypt's population lives in urban centres.
- Egypt's population growth rate is 2.52.
- Egypt's death rate is 12.5.
- The average life expectancy in Egypt is 57.3 years.
- 44 percent of Egypt's adult population is able to read and write.
- 84 percent of children attend school in Egypt.
- Egypt has a dry climate.
- Egypt's labour force is made up as follows:
 - 50 percent are in agriculture.
 - 30 percent are in service industries.
 - 20 percent are in primary and secondary industries.
- Egypt's economy grows by 3 percent per year.
- Egypt's per capita GNP is \$610 U.S.
- Egypt has a well-developed tourist industry.
- Egypt's resources include oil and limestone.
- Farming in Egypt is becoming more mechanized and commercial to meet the needs of a growing population.

4. Fill in the blanks:

- a. Egypt is located on the continent of _____.
- b. Most of the people still work in the field of _____.
- c. Egypt has a population density of _____.

5. Why would many people in Egypt work in service industries?

Check your answers by turning to the Appendix, Section 2: Activity 2.



Improvement in the quality of life does not come as a result of natural resources or because people earn more money.



If you re-examine the information given to you on Egypt, you will notice a very interesting fact. The adult literacy rate is low – 44 percent – but the child literacy rate is fairly high – 84 percent.

Yes. I remember seeing that.
But . . . what does that have
to do with it?



Do you remember when you
started to read and write? You
were pretty happy, I'd think.



Yes, it opened up a
whole new world
for me.



Your life was improved. But you didn't
stop there; you continued to go to school
and, as a result, your quality of life has
continued to improve.



Yes, I've
learned a lot!



6. Present three facts that explain why quality of life in Egypt has the potential for improvement.

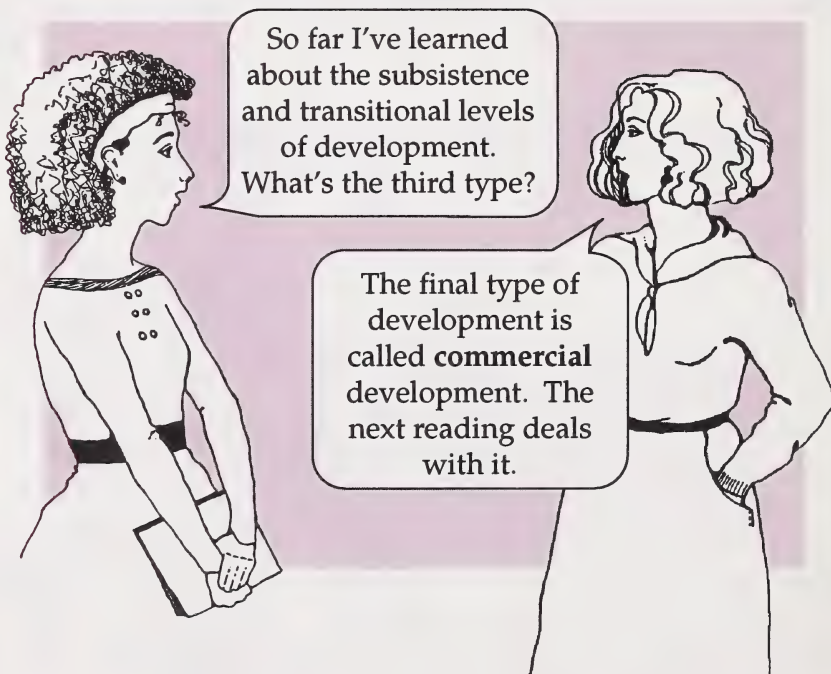
- _____

- _____

- _____

Check your answers by turning to the Appendix, Section 2: Activity 2.

Commercial level of development: a level of development in a country in which there is a great deal of industrialization, specialization of labour, and generally much wealth



Activity 3: Development – Commercial Level

Countries that have a high standard of living with a wide range of economic activities are classified as commercial. These countries are very industrialized. Governments often have public systems of education; some even have extensive programmes to provide for the poor. These countries have some common features:

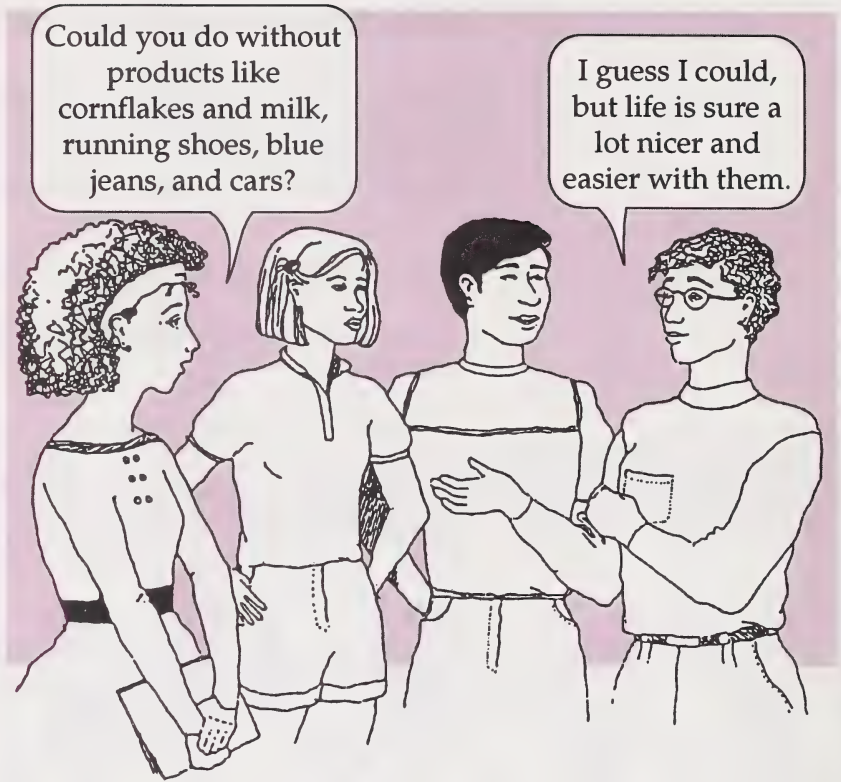
- Most of them are located in the northern hemisphere.
- The economy of these countries is characterized by substantial continuous economic growth.
- All these countries have **mixed economies**.

Mixed economy: a type of economy that contains elements of more than one type of economic system



Look back at the map in Activity 2 titled *Developed, Developing, and Less-Developed Nations*. Notice the location of countries belonging to the commercial level of economic development.

Many people who live in commercially developed countries take things for granted. In many of these countries elections are held regularly and in an atmosphere of freedom. Manufacturing plants churn out the many products that are considered necessary for daily living.



Every day new products are created to make life easier. In these countries people are engaged in many activities, and the government takes care of things such as education, public health, roads, and regulation of banks. These are only a few of the many functions of government.

On the other hand, there are usually privately owned businesses operated by individuals who produce goods and services in response to consumers' demands.

1. As a citizen of a developed country, name five things that are necessary to give you a good standard of living. The first has been provided to get you started.

- car _____
- _____
- _____
- _____
- _____

2. Name three similarities among countries at the commercial level of development.

- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 3.

You've now studied the commercial level of development in general. Next, you'll be examining one specific example – Japan.



Japan

Japan is made up of a number of islands, and most of the country is mountainous. Some lowlands are found in the valleys. There are few large rivers. Japan has a climate similar to that of Ontario and Quebec. The total land area of Japan is smaller than the province of Alberta, but its population is more than 120 million.

Japan from Afar



A Closer View of Japan

3. Examine some of the items that you have or use. List several that have been made in Japan.

• _____	• _____
• _____	• _____
• _____	• _____

Check your answers by turning to the Appendix, Section 2: Activity 3.

If you filled all the preceding blanks, you understand that Japan produces many things for export.

After the Second World War, Japan recovered rapidly and began a quick process of modernization. Japan has now become one of the leading industrialized nations of the world. The reason why this small, mountainous country has been able to industrialize is due to the fact that Japan has developed and put to use its most important resource: people.

The Japanese people seem to place a great deal of importance on education. All the children go to school and study subjects similar to those studied by Canadian children.



CIDA Japan's most valuable resource is its people.

The emperor is the head of the state, but he does not have any power. Elections are held regularly to elect a government.

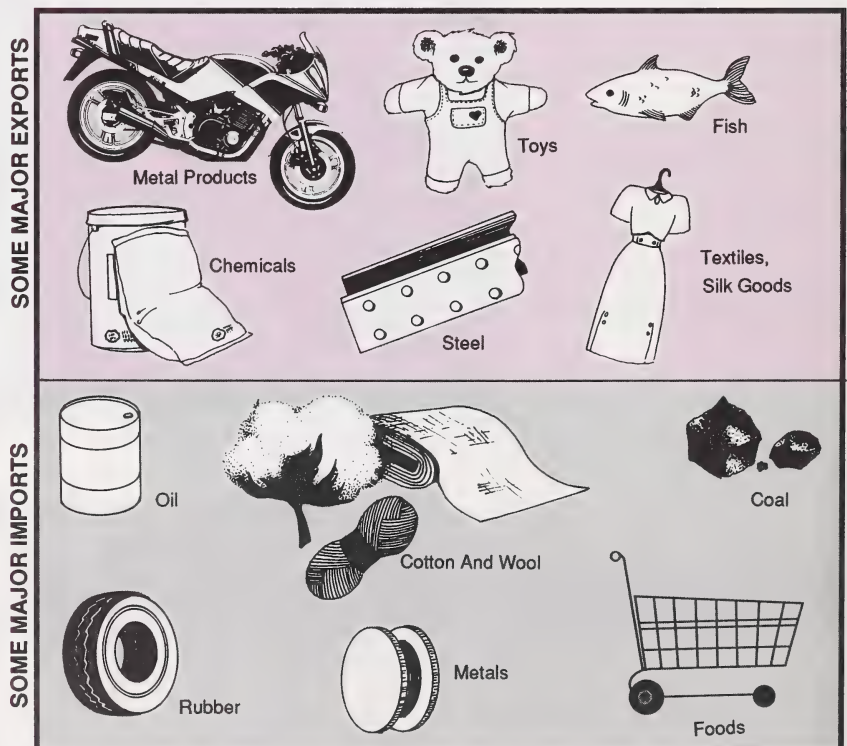
Japan has developed many industries. The variety of industrial activities has given Japan the opportunity to become a leader in the production and export of many consumer goods.



Cameras are one of Japan's many exports.

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Japan – Major Exports and Imports



The preceding chart illustrates that Japan imports raw materials and exports manufactured goods.

4. Indicate in the blanks whether the following statements are true or false by putting a T or F in each blank.

- _____ a. Japan is an island country.
- _____ b. The most important local resource in Japan is minerals.
- _____ c. The population of Japan is 25 million.
- _____ d. Japan is an industrialized country.
- _____ e. The emperor is the head of state.

Check your answers by turning to the Appendix, Section 2: Activity 3.

Industrialization has given the Japanese people a high standard of living. But it is important to point out that with industrialization, many aspects of Japanese life have been lost. While there are more consumer goods available, the traditional family unit is losing ground as a result of people working long hours in factories; stress is becoming more common. Many people are moving to the cities to provide labour for the factories and to make more money.

You should realize that the Japanese quality of life may not always be all that good. The desire for money and a good life can result in overcrowding and very stressful living conditions. You may prefer to have clean air rather than pollution from factories. You may enjoy the affection of family members. You may find satisfaction in preserving your customs and traditions.

As you know, a good quality of life may not always accompany a high standard of living. Complete the following questions to better understand the concepts learned in the preceding pages.

5. What has Japan gained from industrialization?

6. Identify three problems that have occurred in Japan because of industrialization.

- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 3.

Activity 4: Development – Comparisons

We have learned that there are three levels of development. When a nation moves from the subsistence to the commercial level, an improvement in the standard of living results.

Does that mean the quality of life improves also?

It certainly has effects on the quality of life. Let's refresh our memory by studying the following pictures and answering the questions.





UNICEF Photo 1.

1. a. How would you describe the plow in the preceding picture (Photo 1.)?

- b. How would you classify this level of economic activity?



Photo 2.

2. a. There are many differences between the two preceding pictures (Photo 1. and Photo 2.). Identify two differences.

- _____
- _____

- b. Identify one similarity between the two pictures.



Photo 3.

3. a. What is similar between Photo 3. and Photo 1.?

- b. What is different?

¹ Alberta Report for the photograph from *Alberta Report*, June 4, 1990, p. 18. Reprinted by permission of Alberta Report.

4. Everything that you do has some advantages and some disadvantages. You may have a part-time job, but along with the benefits it brings, there are some disadvantages.

List three disadvantages of having a part-time job.

- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 4.

Development has many advantages. Can you think of some?



As development, employment, and income increase, you can buy more of what you want. It also means more education, better housing, better health care, and better transportation. Overall it brings a higher standard of living.

An adequate food supply is the most basic need of any country. The ability to read and write is a greatly desired goal.



5. List no fewer than five aspects of development that bring about a higher standard of living.

- _____
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 4.



CIDA Why would it be so important for these women to learn to read and write?

In most cases development gives groups or nations more choices.

In Activity 1 of this section you learned how difficult life is in regions without development. Survival is the objective of life.

For most people there may be little advantage in living in a less-developed region. It is reasonable to say that by most people's standards, subsistence level of development cannot provide an acceptable standard of living.

In developed regions, development usually brings about a high standard of living. People have the opportunity to enjoy the use of many consumer goods. However, the availability of products, good housing, steady employment, and other aspects of life are the results of choices which may be interpreted differently by different people. Often such benefits are not distributed evenly.

The Good Life

– leisure time



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– abundant basic needs



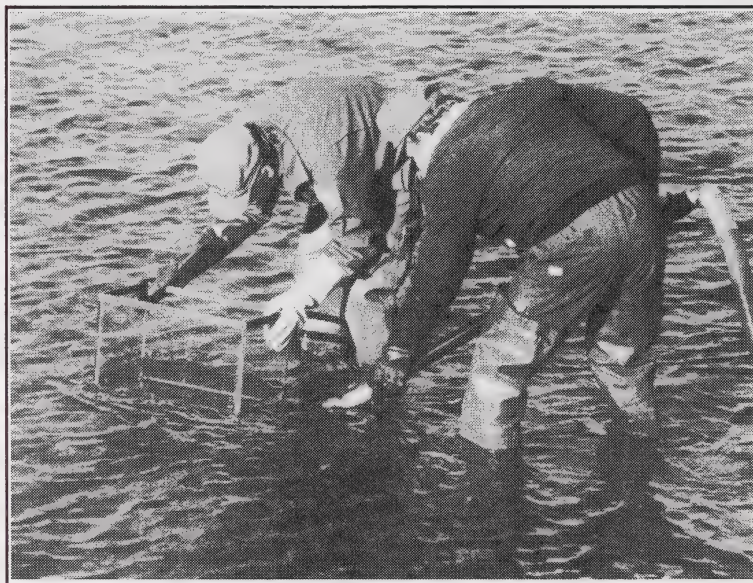
WESTFILE INC.

The Good Life? – Pollution

– from factories



– from pulp mills



¹ Alberta Report for the photograph from *Alberta Report*, November 20, 1989. Reprinted by permission of Alberta Report.

– from cars



WESTFILE INC.

– from garbage dumps

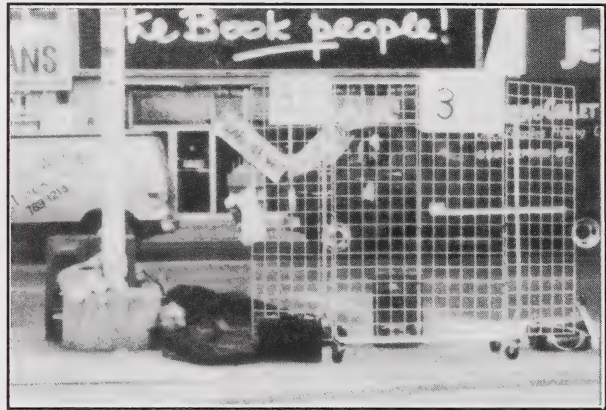


– from overcrowding



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A high standard of living often does not mean a high quality of life.



CIDA Canada enjoys a high standard of living. Does this guarantee a high quality of life for everyone?

Underdevelopment means that people are not able to get what they need. Development means that people get what they want in terms of consumer goods. They get cars and all kinds of food. They have money to spend on entertainment and beautiful houses. But they also get pollution from the cars they drive and from the factories in which they work. To earn their money, they often see their families less and less; they are under constant pressure in the work place and elsewhere. There is often dissatisfaction and, thus, unhappiness.



Quality of life means different things to different people. It means food and good health, a good education, and the aspirations of people. Quality of life also means clean air, freedom of speech, security in the home, and no poverty.

Quality of life is making the decisions and choices that you make in order to get what you want and avoid what you don't want. Satisfaction is the objective of life in whatever form it may come.



Signs of stress are often visible in industrialized countries.

6. Examine the photos and graphics on the preceding pages.

a. List three advantages of development.

- _____
- _____
- _____

b. List three disadvantages of development.

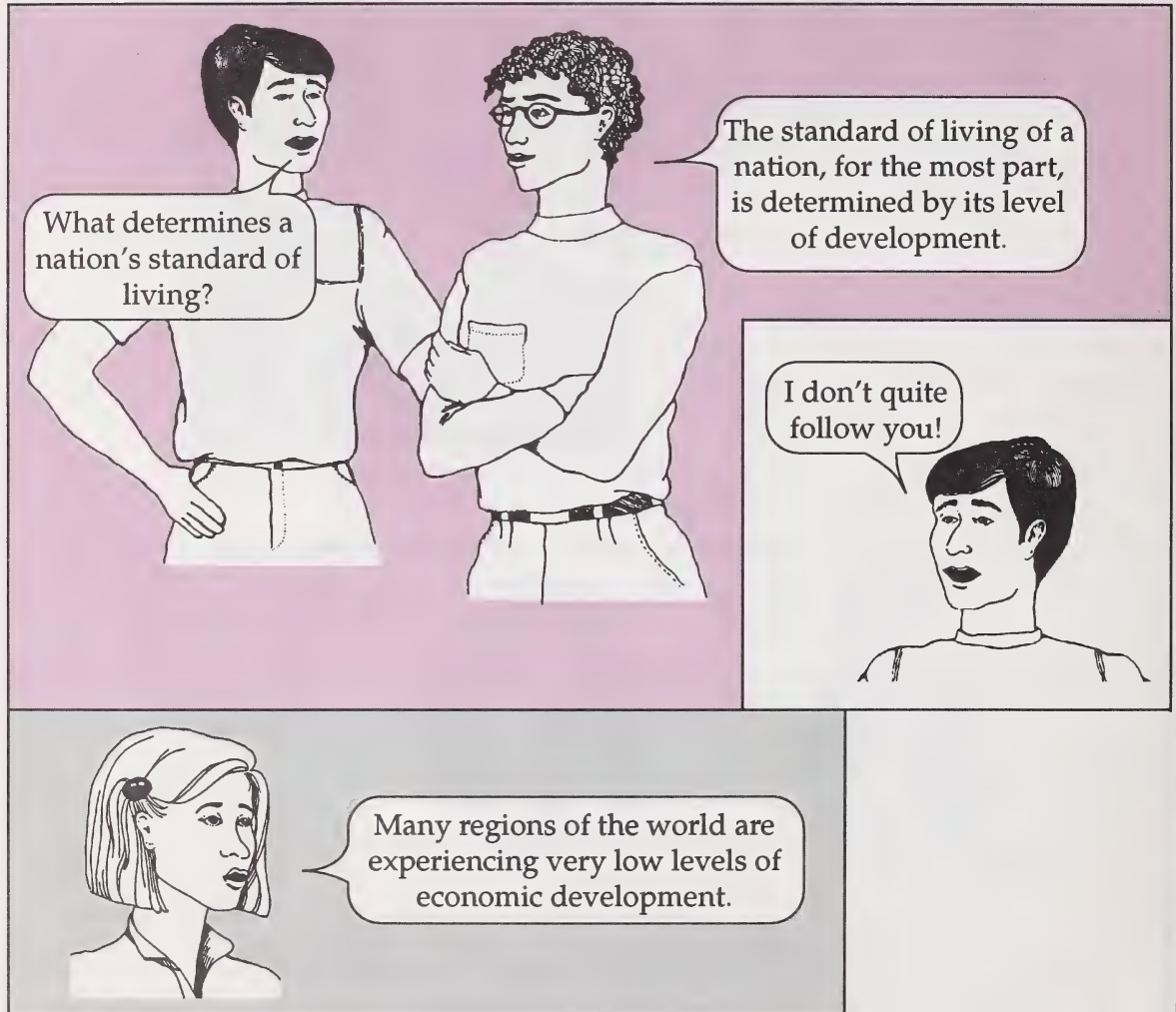
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 4.

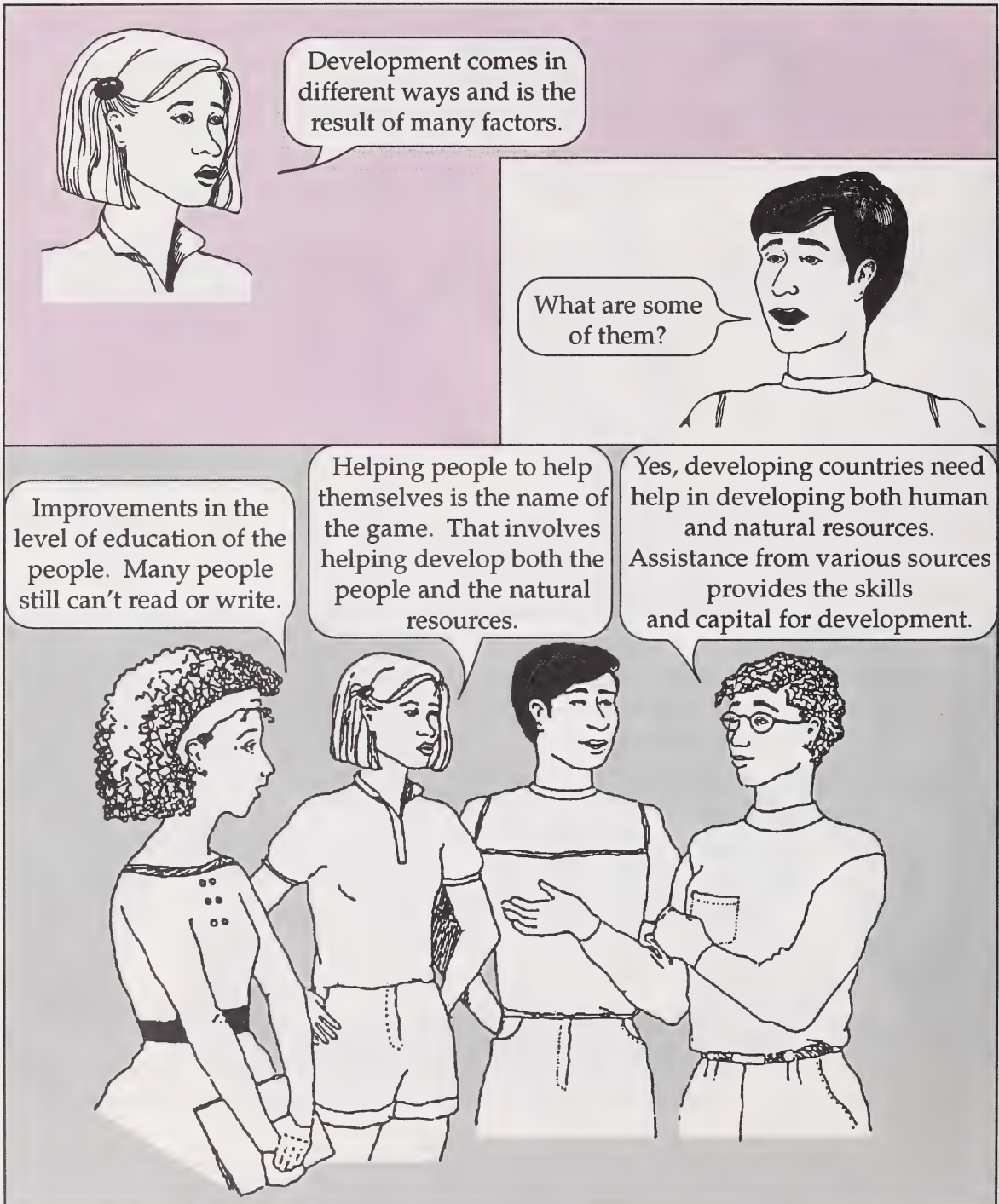
Follow-up Activities

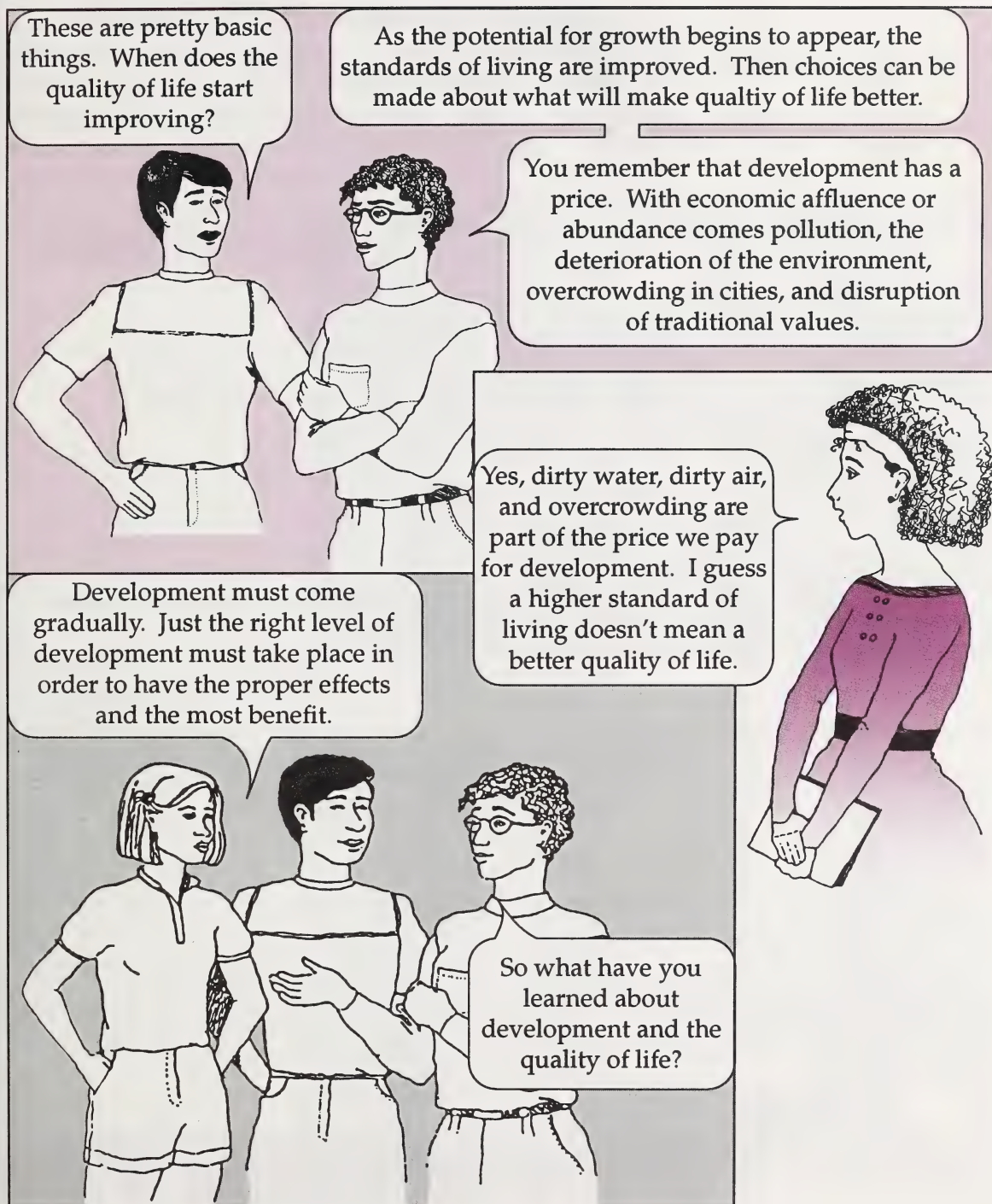
If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help











Well ... it's people like me who decide what level of development will create better quality of life. Quality of life is determined by the level of satisfaction people experience as a result of the choices they make.

1. The standard of living is determined by _____.
2. Development is the result of many factors. List three of them.
 - _____
 - _____
 - _____
3. What is the usual price of development? Answer in a complete sentence.

4. a. You have seen that there are three levels of development: subsistence, transitional, and commercial. If you had to make a choice, which level would you say makes for a better quality of life?

- b. List two reasons for choosing this level.
 - _____
 - _____

Check your answers by turning to the Appendix, Section 2: Extra Help.

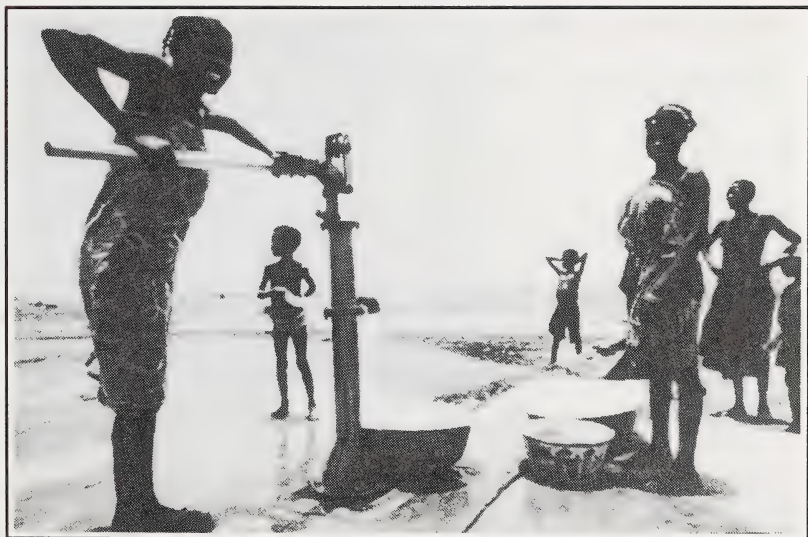
Enrichment

People may achieve a good quality of life as a result of the choices they make.

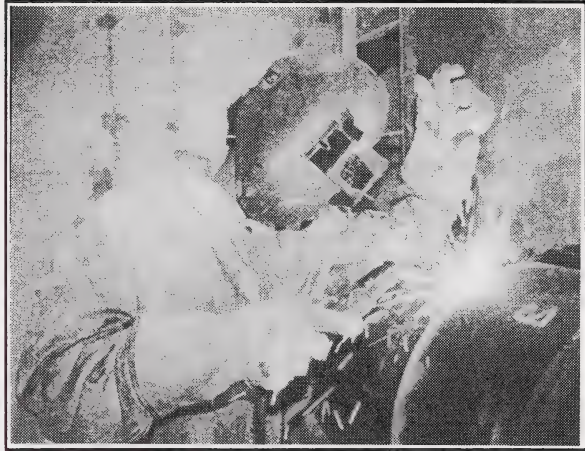
The following pictures give an indication of choices that people make to improve their quality of life.



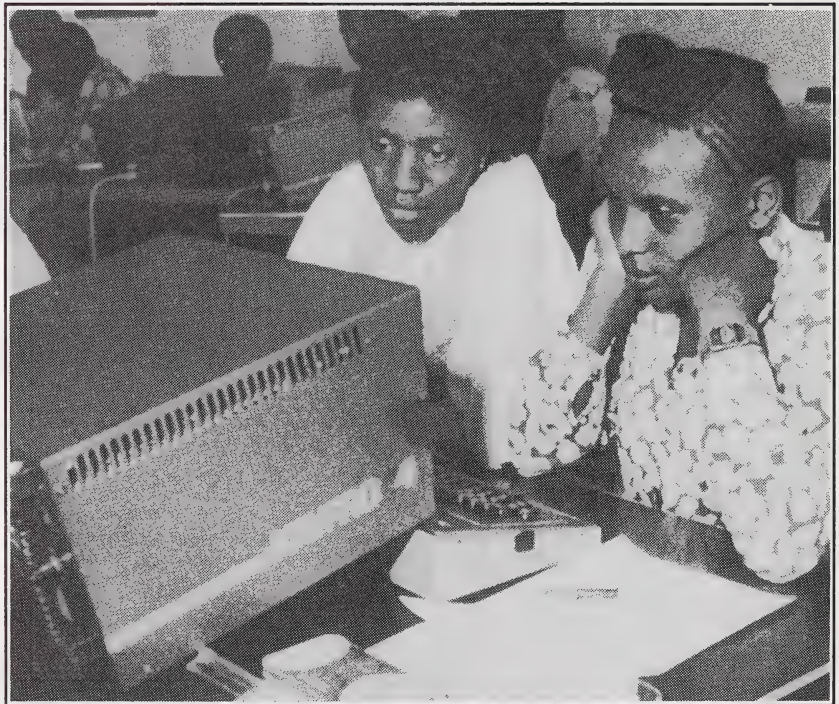
CIDA Education allows people to acquire skills.



CIDA Pumps are used for irrigation.



CIDA Welding is a specialized career.



CIDA Computers help bring countries up-to-date and make them more competitive.

Examine the preceding pictures and indicate **how** the choices to learn to read and to acquire the other skills shown in the photographs, improve quality of life. Answer in a paragraph, but be specific.

[illegible]

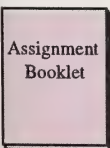
Check your answers by turning to the Appendix, Section 2: Enrichment.

Conclusion

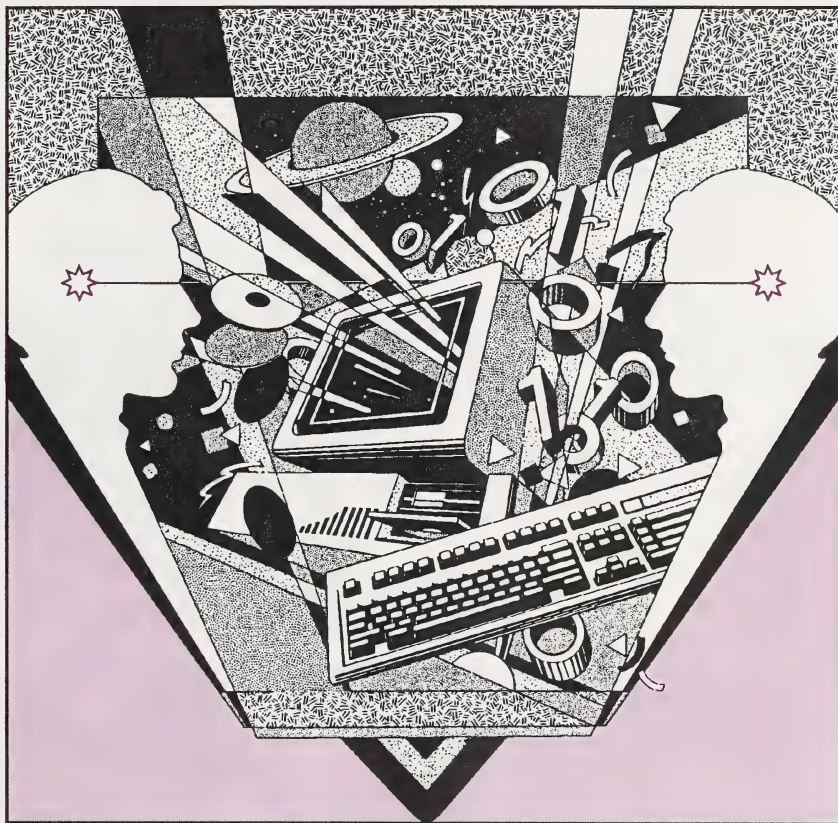
Development must be gradual in order to bring about desired results. It is not effective if it disrupts basic values. To improve quality of life, people must make choices that are acceptable to them. You determine your own quality of life in terms of the satisfaction you get from the choices you make.

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.



Strategies for the Future



You, no doubt, have dreams to realize and goals to achieve. The best way to fulfill your dreams and achieve your goals is to have a plan. The plan must be realistic. You must take into consideration the resources you have, your skills, and the help you may require. In short, you must want to try to improve your quality of life. That applies to nations as well.

In this section you will learn that economic development is usually required to improve the standard of living in less-developed countries. In general, the improvement of quality of life in any region is the objective of economic development. However, economic development must fit into the social, political, and cultural framework of the region.

To integrate economic development, strategies must be devised to make sure that the final result is a better quality of life. Remember that standard of living and quality of life are not the same.

Activity 1: The Future

In Sections 1 and 2 of this module you have learned that development is based on the kinds of resources available and the strategies used to develop them. You have also learned that there are levels of development. You should understand that development usually brings about a better standard of living. Quality of life is affected by that.

You have also learned to make comparisons of the advantages and disadvantages of development. Next, you will learn about planning for the future.

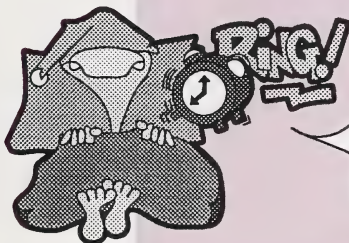


Planning

Planning for the future requires a clear vision of objectives to be achieved. Without a well-laid plan, decisions about development may reduce the quality of life because of unforeseen problems. Therefore, the proper steps must be taken to develop a strategy.

Planning for the improvement of the quality of life of a country is obviously a more difficult task. Many factors must be taken into consideration: the available resources, and the traditions, the customs, and the values of society. A good strategy will bring about the realization of the desired goals.

Probably you're already planning for your own future. You may have set some goals for yourself. You are likely already beginning to make some choices that will improve your quality of life.



Yes, I plan on going to college. My first goal is to get high enough marks to get in. I also must save my money to pay for it.

Whether the objectives are for yourself or for a country, the following strategies may be considered.



There are various strategies that can be used to plan for the future. You will learn one of them that may be applied to any situation. This strategy is called problem solving.

Problem Solving

Problems and questions are faced by everyone from time to time. One of the keys in life is to be able to successfully overcome problems. It helps to have a strategy to work through problems or handle difficult questions. Following is a model for problem solving. The model has four steps and will be used to help you answer two questions. In this part of the section you are expected to work through each step of the problem-solving model. Various activities are set up in each step to assist and guide you to find acceptable solutions to reach your objectives.

Step 1: Understanding the Problem/Question



How can I fix this?

In this step you must understand the problem or question that confronts you.

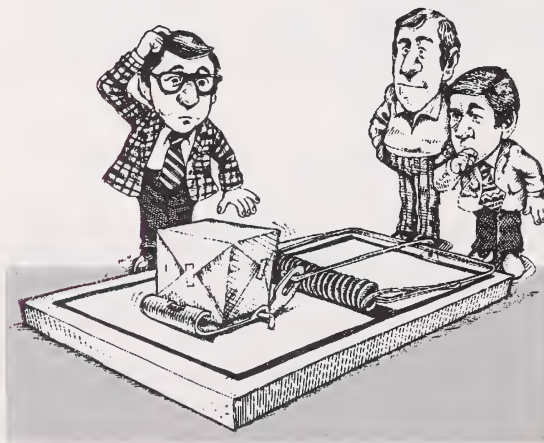
You may be considering improving the quality of your life by examining how you can improve your transportation requirements with the means at your disposal. You work part time and you earn some money. Can you buy a car? Should you use a bus, a taxi, or a combination of the two?

STEP ONE IS DONE FOR YOU. Here is your problem:

How can I better fulfill my transportation needs?

NOW PROCEED TO THE NEXT STEP.

Step 2: Suggesting Possible Solutions



Perhaps this will work.

In this step of the problem-solving model you must propose a variety of possible solutions.

1. To help you out, one possible solution has been included. Suggest three more.

- I could buy a motorcycle.

- _____

- _____

- _____

Check your answers by turning to the Appendix, Section 3: Activity 1.

NOW PROCEED TO THE NEXT STEP.

Step 3: Gathering Information



Information on file and by phone is available.

Now it's time to gather information about the alternative solutions you've proposed. This may involve research or just careful thinking, depending on the sort of problem you're solving .

A good way to go about this is to set up a chart of advantages and disadvantages.

2. In the chart that follows, advantages and disadvantages for purchasing a motorcycle are given. Complete the chart for your other three solutions.

Solutions	Advantages	Disadvantages
<ul style="list-style-type: none">• motorcycle	<ul style="list-style-type: none">• I could afford the payments.• It would be easy on gas.	<ul style="list-style-type: none">• It is impractical in winter.• It is rather dangerous.
<ul style="list-style-type: none">•		
<ul style="list-style-type: none">•		
<ul style="list-style-type: none">•		

NOW PROCEED TO THE NEXT STEP.

Step 4: Arriving at a Conclusion



“You’re safe!”

Examine your chart carefully looking at your various choices and their advantages and disadvantages. Which conclusion seems best?

3. Now that you have looked at the advantages and disadvantages of the various modes of transportation, make your choice by ranking them in order of preference. For example if you choose the bus, put it first.

- First Choice _____
- Second Choice _____
- Third Choice _____
- Fourth Choice _____

4. Now that you have made your choice, explain how the quality of your life is going to be improved.

Check your answers by turning to the Appendix, Section 3: Activity 1.

Remember, to solve a problem, go through the four steps in the problem-solving model.

Step 1: Define the problem or question.

Step 2: Develop various alternative solutions to the problem in the form of questions.

Step 3: Gather information about the alternatives.

Step 4: Decide on one of the alternatives based on the information you have gathered.

Activity 2: Strategy Models

Planning is very important in order to achieve desired objectives. Improving the quality of life is an important objective for many people.

Are there any strategies that can be used to solve such a big problem?

The same problem-solving model you just learned may be used to find out how people can improve their quality of life.



People face problems from time to time that they must try to overcome. To work through the problems and answer difficult questions, a strategy is required.

As in Activity 1, this strategy model has four steps. Work through each step and you will come out with a conclusion. The only difference in this example is that the problem is of a greater scale.

Step 1: Understanding the Question/Problem



In this step you must understand that the question or problem is how to attain a better quality of life in the future.

Here is your problem:

What strategies can be used to improve the quality of life for people in the future?

NOW PROCEED TO STEP 2.

Step 2: Suggesting Possible Solutions



Refer to the problem-solving model in Activity 1 of this section to help you suggest possible answers to your questions.

To direct you, one possible solution has been developed:

- Changes in government at the **national, international, and global** levels can improve quality of life.

National government: the government of a country or nation

International government: a governmental structure involving two or more countries

Global government: a governmental structure encompassing the entire world

To help you develop three more possible solutions, read the following.

Strategies for Development

In many less-developed nations of the world farmland is controlled by few people. El Salvador is a good example. The majority of the population does not receive the benefits of the agricultural goods produced.

Less-developed countries have very low educational standards. As a result, there are very few trained people. In some instances people of less-developed countries succeed in improving their quality of life by learning to use their own potential to its utmost. At the same time, the more-developed countries of the world often provide the aid and the investment to help these less-developed countries achieve a better quality of life.

1. Having read this short comment, refer back to Activity 1 of this section and develop three more possible solutions of your own.

- _____

- _____

- _____

Check your answers by turning to the Appendix, Section 3: Activity 2.

NOW PROCEED TO STEP 3.

Step 3: Gathering and Organizing Information



Now that you have compiled some possible solutions in Step 2 and have studied the example given, gather and organize information about each of your proposed solutions. Again, the first suggestion has been researched for you.

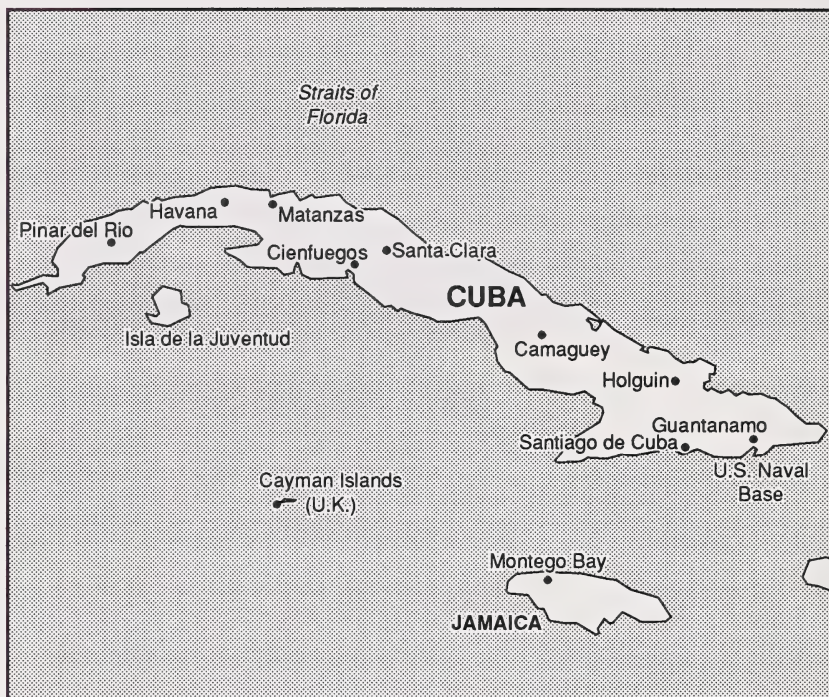
Because the problem is of greater scope, the space required is much greater than that allowed by a chart.

Given Suggestion: Changes in government at the local, regional, and global levels can improve quality of life.

Local Government Changes

- Governments in countries are changed in one of two ways
 - by regularly held elections
 - by revolutions
- When governments are changed by either method, sometimes the quality of life of the people improves.
- Cuba is an example of a country that changed government through revolution.
 - Before 1959 Cuba was ruled by a dictator who had no interest in introducing programmes to improve the quality of life of the people. Very few people were rich; most were poor and illiterate.
 - In January, 1959 an armed revolution occurred in which many died.
 - Dictator Fulgencio Batista was overthrown and replaced by Fidel Castro.
 - The revolution of 1959 affected the quality of life of the people of Cuba. Now, the Cuban people have been able to achieve a degree of modernization. Most can read and write and there is compulsory education for all children. Cuba has achieved a level of respectability among nations. The price, however, has been a loss of freedom and a loss of respect for human rights.

Cuba



Cuba is an island republic, located off the coast of Florida in the Caribbean Sea. Its nearest island neighbours are the Bahamas, Jamaica, and Haiti.

Regional Government Changes

- The European Community (EC) is a good example of how a number of nations with different backgrounds have chosen to cooperate rather than compete.
- The EC (which you have looked at in an earlier module) includes France, Germany, Italy, Belgium, the Netherlands, Luxembourg, Denmark, Great Britain, Greece, Ireland, Portugal, and Spain.
- The EC was formed in 1967 from three existing organizations.
- Greater cooperation among nations of the EC has led to the improvement of many aspects of the quality of life for Europeans.

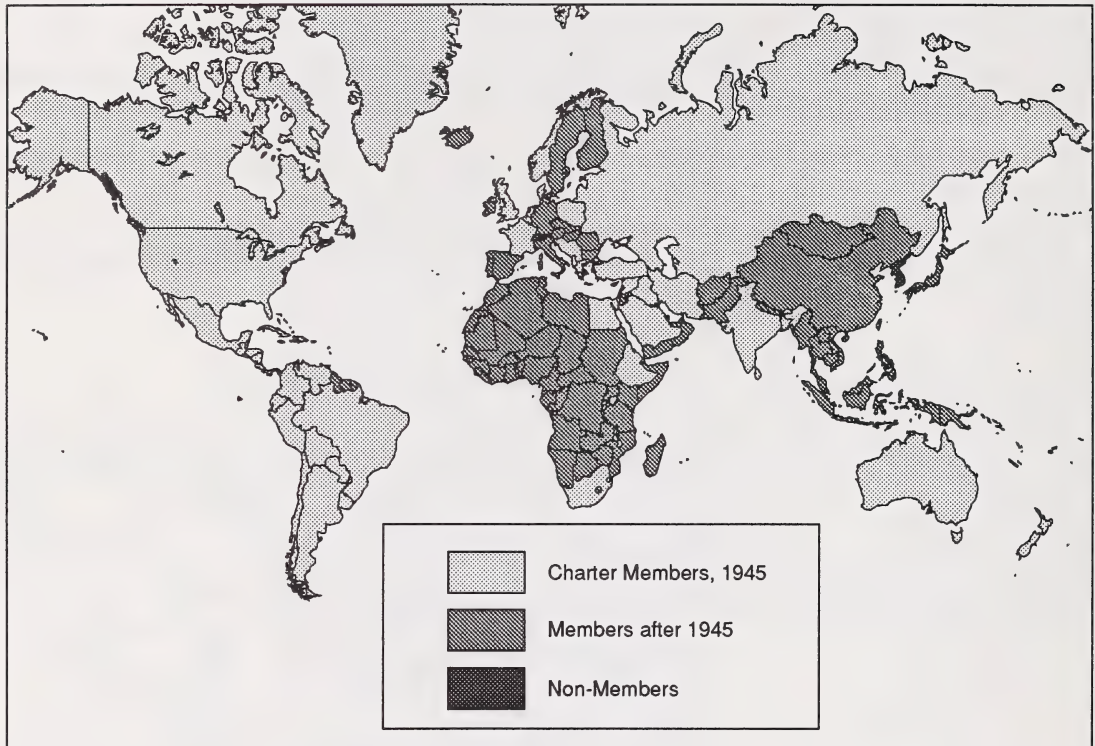
- All the economic barriers between the member countries of the EC are being eliminated.
 - Tariffs on most goods were reduced. This stimulated the economies of member countries.
 - The EC is expanding cooperation into the areas of banking, citizenship, and social programmes.
- The foundation also created a framework for greater political and economic cooperation.
 - A European parliament has already been elected to create laws to govern the member states.

European Community



Global Government

The United Nations



- There are over 160 nations in the world and each is different.
- To prevent or reduce the danger of another world war, the United Nations was established in 1945. This global organization gives member countries a chance to voice their opinions on matters of concern. The United Nations has often intervened in areas of conflict.
- There are other organizations within the United Nations that are designed to improve the quality of life of people. The Food and Agricultural Organization (FAO) provides member countries that are less developed with some of the tools required to improve and increase the quality and the quantity of food.
- There are many other United Nations agencies that provide the basis for easing tensions, for promoting discussion on international cooperation, and for creating trust among nations to improve the quality of life worldwide.

Now that you have seen how information was gathered in Step 2, the next task is to gather information for your three alternative suggestions.

This task may be difficult if you have limited access to research facilities. Therefore, you have two options. Do Question 2. if you have access to library facilities. Do Question 3. if you do not have access to research facilities. This question provides three suggested proposals and research material.

2. If you have access to library facilities, research your three remaining proposed solutions. Record the information you discover in the spaces provided. Use your own paper if you require more room.

First proposed suggestion: _____

Research information:

[illegible]

Second proposed suggestion: _____

Research information:

Third proposed suggestion: _____

Research information:

Check your answers by turning to the Appendix, Section 3: Activity 2.

3. After studying the following material, You will be asked to present a more detailed description of what each suggested solution involves.

Suggestion #1: Changes in land distribution can improve quality of life.

- In many less-developed countries of the world, farmland is controlled by a few rich people. This is especially common in many countries of Central and South America.
- In El Salvador 4 percent of the landowners control 60 percent of the farmland.
 - Large sugar and cotton plantations are controlled by a few wealthy families. No effort was made to redistribute land until 1980.
 - Some progress is now being made to make farmland available to landless peasants.
 - Peasants who cultivate their own land might be able to supply their own food requirements.

El Salvador



- El Salvador has large areas of good farmland. The biggest crop is corn, followed by sugar, coffee, and cotton. Other crops, like rice and beans, are also cultivated. If the government were to increase the redistribution of land to more people, a better quality of life and an improvement to the standard of living might result because of the increased production of food crops.
- a. Now that you have read this material, present a more detailed description of the proposal presented in Suggestion #1. How can changes in land distribution improve quality of life?

Suggestion #2: Foreign investment and foreign aid can improve quality of life in less-developed countries.

Effects of Foreign Investment

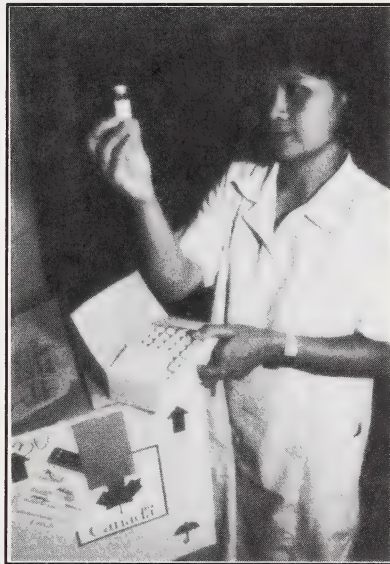
- Developed countries could invest in other countries in order to develop natural resources.
 - Foreign investment is responsible, for the most part, in developing hydroelectric facilities in Third World nations.
 - Reforestation projects funded by industrialized nations are helping countries like Brazil.
- Investing in other countries helps improve the standard of living of less-developed nations in the following ways:
 - More employment is created.
 - Technical know-how is developed.
 - Local business activity improves.

Effects of Foreign Aid

There are two types of foreign aid – bilateral and multilateral.

- **Bilateral Aid**

- **Government-to-Government:** The helping country provides the money to develop a resource, but the receiving country buys the machinery used to develop the resource from the helping nation. Another name for this type of aid is tied or linked aid. Canada is involved in this kind of assistance with many Third World countries.
- **People-to-People:** Individuals or groups work in partnership with individuals or groups of less-developed countries. This kind of assistance recognizes the cultural and social values of the people there. It is more direct and more personal. An example is farmers from Alberta helping Nicaraguans.



CIDA

Canada provides vaccine in bulk to a Third World nation. This nation will package and distribute the vaccine. What type of aid is this?

- **Multilateral Aid:** This involves the transfer of aid from donor countries (helping countries) to receiving nations through international agencies such as the Red Cross. These agencies channel help to where it is most needed without interference from the government.

- b. Now that you have read this material, present a more detailed description of the proposal given in Suggestion #2. What will be the results of foreign investment and aid?

Suggestion #3: Better education will improve quality of life in Third World countries.

- In developing countries, being able to read and write opens doors to a better quality of life.
 - Education helps to control and manage the environment.
 - Education affects the total population; it provides the necessary labour force to develop a nation.
 - Correct skill training helps a developing nation become self-sufficient and self-reliant.
- c. Now that you have read this material, present a more detailed description of the proposal given in Suggestion #3. What will be the result of better education?

Check your answers by turning to the Appendix, Section 3: Activity 2.

NOW PROCEED TO STEP 4.

Step 4: Developing a Conclusion



In the final step of this problem-solving activity, you must develop some conclusions.

- In Step 1 you developed an original question on the strategies that can be used to improve the quality of life in the future.
 - In Step 2 you suggested some possible solutions for improving quality of life.
 - In Step 3 you gathered and organized information to prove that certain strategies may be effective in improving quality of life.
 - In Step 4 you will draw some conclusions by indicating that certain strategies may in fact improve the quality of life in the future.
4. In a paragraph, present a proposal on how quality of life may be improved for people worldwide in the years ahead. Defend your ideas by referring to what you discovered in Step 3 (either from your own research or from the research notes provided for you).

Check your answers by turning to the Appendix, Section 3: Activity 2.

Activity 3: Strategy Results/Conclusions

You have a good idea of the goals that you want to achieve in life. You plan **how**, by looking at your own resources: your energy, intelligence, ability, and the will to get where you want. Nations, like individuals, set goals. These goals are achieved only if a good plan (strategy) is in place. The plans must include people because people represent the most valuable resource that a country has. People are the **how**, or the means to achieve a better quality of life.



Do you know what you want from life? How can you use your energy, intelligence, abilities, and willpower to get what and where you want?

Given the fact that economic activities may very well improve the quality of life, it is important to understand that certain economic activities are used to achieve a better standard of living and generally improve quality of life.

In Activity 2 of this section you learned that development is the result of plans that people use. Generally, economic development relates to activities designed to bring about the achievement of material goals. Material goals may include eating well, buying a car, or going on holidays. From a materialistic point of view, the quality of life may be measured by the amount of income that a person earns. In Section 2 of this module you learned that countries that are less developed are less likely to satisfy materialistic goals.

Economic strategies should result in the achievement of economic goals. In many cases they have improved quality of life. Strategies of economic development affect many aspects of life, in addition to economic well-being. Therefore, to improve the quality of life, economic strategies must minimize the probable damage that might result. In Section 2 you learned that industrialization in Japan has resulted in some loss of traditional values.

Industrialization and the resulting desire for the satisfaction of material wants has changed the physical environment as well as the personal lives of people. Increased stress and the increase in diseases resulting from industrialization are only a few of these changes.

You have learned that economic development is only one consideration. Strategies must also consider human development, which is the satisfaction of inner desires such as the desire and the opportunity to hold on to accepted customs and values, and the desire for happiness and a feeling of contentment.

- 1. Now that you have learned that development is more than the satisfaction of material wants, answer this question: What do you value in life in addition to having money?

- 2. a. How is quality of life affected by strategies of economic development? State one positive aspect.

- b. How is quality of life affected by strategies of economic development? State one negative aspect.

Check your answers by turning to the Appendix, Section 3: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

By using the problem-solving method in this section, you have identified a few strategies that may be used to improve the quality of life.

You have learned that changes in the political system of a nation and new approaches in the government of regions, as well as global government may often improve the quality of life.

- By changing government in Cuba, the people of that country, in general, have been able to improve their standard of living and the quality of their lives. However, while many goals have been achieved, the Cuban people have continued to be deprived of many of their freedoms.
- Europe, for centuries destroyed by conflicts and wars, has been able to establish a new type of government that includes many nations. You have learned that the EC (European Community) with the establishment of the European parliament has been able to establish an atmosphere of peace, cooperation, and well-being among its member nations. Economic well-being, as well as better understanding among people of different cultures, has been established.
- Global organization, which may be interpreted as a form of government, may be very effective in improving the quality of life. The United Nations, as a form of global government, has in fact, affected quality of life in many regions of the world. You have learned that the United Nations, with its many agencies, has been able to give member nations the opportunity to voice opinions, resolve conflicts, and help each other in time of need.

You have also identified other strategies that may affect and improve the quality of life for people in the future:

- land redistribution
- foreign investment
- foreign aid
- improvement of education
- development of skills

You have seen that development includes economic aspects, which generally bring the satisfaction of material wants. It also includes a human aspect, which is the satisfaction of life goals and the maintenance of traditions, customs, and values. You should understand that when these two aspects of development are realized, it may be concluded that a better quality of life is achieved.

Do the following questions to show your understanding of what you have studied.

1. How did the revolution in Cuba affect the lives of the Cuban people?

a. Indicate the positive aspects of the revolution.

b. Indicate the negative aspects of the revolution:

2. List three other strategies that may be considered effective in improving quality of life.

- ---

- ---

- ---

3. Indicate the two aspects of development.

- ---
- ---

Check your answers by turning to the Appendix, Section 3: Extra Help.

Enrichment

This activity will give you an opportunity to better understand the concept that the quality of life of people is affected by the strategies they adopt.

Suppose you are a young adult living in Egypt. You live with your family in a small village and you are very poor. Your village has little food, poor housing, unsafe water, and very poor overall living conditions.

You decide to write a letter to CIDA (Canadian International Development Agency) in Canada to request aid that would improve the quality of life in your village. Write your letter in the space provided.

Suggestions:

- Give your address and the date.
- Identify yourself.
- Make a list of priorities (most important things) that need to be done in your village to improve the quality of life.
- Close the letter by thanking CIDA.
- Sign your letter.

(There is more room for your answer on the next page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Check your answers by turning to the Appendix, Section 3: Enrichment.

Conclusion

The achievement of goals is the result of plans. The better the plans, the more effective the results are going to be. Quality of life is determined and affected by the strategies that are devised.

You have seen that by using the problem-solving model, a person may be able to devise a strategy that will bring the desired results in the achievement of goals.

You have recognized that development usually brings a better standard of living. You have learned that development includes many aspects of life. You may have concluded that development may improve quality of life.

A good quality of life is the ultimate objective of people. Remember that while everyone wishes to improve quality of life, everyone does not want the same things. Quality of life means different things to different people, but it remains the ultimate objective. You have identified some strategies that may contribute to the achievement of that objective.

In summary, you learned that personal objectives, as well as the objectives of nations, may be reached by effective planning and by choosing the appropriate strategies.



ASSIGNMENT

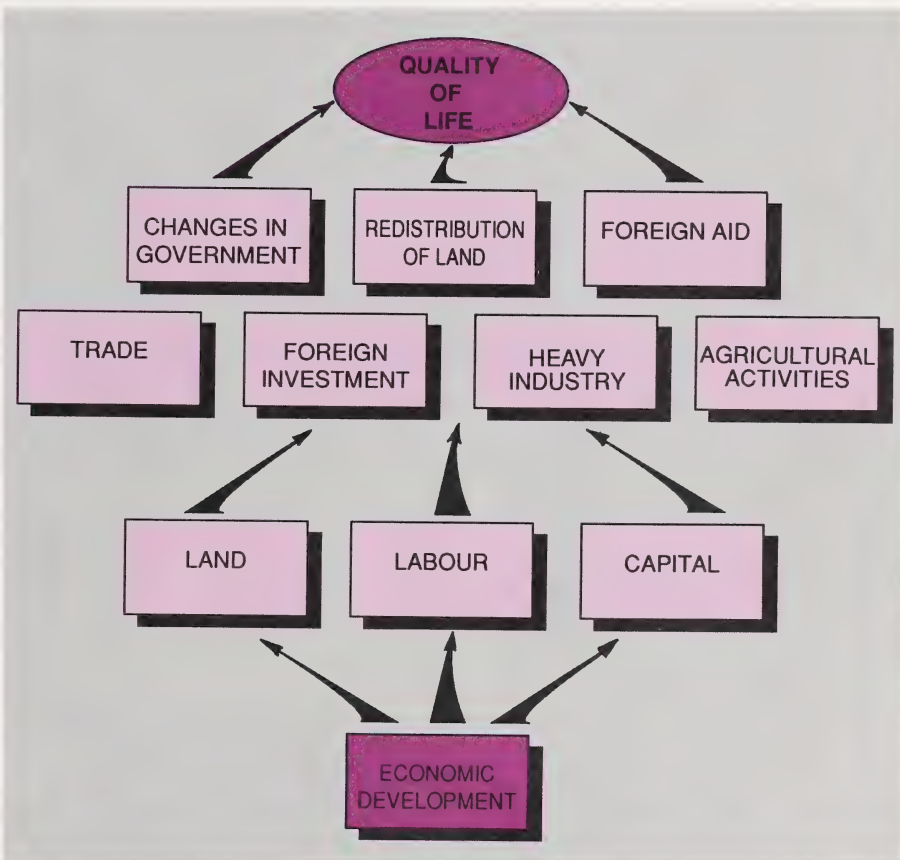
Turn to your Assignment Booklet and do the assignment for this section.

Assignment
Booklet

MODULE SUMMARY

Quality of life is affected by choices. Choices are based on the type of resources that are available and the skills required to develop them.

The development of resources is not effective if it disrupts the basic values of people. The objective of people in any country is a good quality of life attained through the achievement of material goods as well as life goals.




Assignment
Booklet

FINAL MODULE ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this module.

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

Benefit	<ul style="list-style-type: none">• something that is of use to you or that satisfies you
Capital resources	<ul style="list-style-type: none">• goods or tools used to produce products or services
Cereal	<ul style="list-style-type: none">• edible grain
Commercial level of development	<ul style="list-style-type: none">• a level of development in a country in which there is a great deal of industrialization, specialization of labour, and generally much wealth
Communism	<ul style="list-style-type: none">• a form of socialism that usually involves dictatorial government
Cost	<ul style="list-style-type: none">• the price of an item, that is, what you give up to get something
Death rate	<ul style="list-style-type: none">• the number of people who die each year per every thousand people in the country
Democracy	<ul style="list-style-type: none">• a system of government whereby the people elect their rulers
Dictatorship	<ul style="list-style-type: none">• rule by one strong person or group
Economic system	<ul style="list-style-type: none">• a set of methods by which a person or group decides how to obtain money and how to spend it
Foreign investment	<ul style="list-style-type: none">• the investing of one's country's money in the economy of another country
Global government	<ul style="list-style-type: none">• a governmental structure encompassing the entire world
International government	<ul style="list-style-type: none">• a governmental structure involving two or more countries
Labour resources	<ul style="list-style-type: none">• work performed by people that produces something or provides a service
Land resources	<ul style="list-style-type: none">• all natural resources; raw materials
Manioc	<ul style="list-style-type: none">• a tropical plant with an edible rootstalk
Mixed economy	<ul style="list-style-type: none">• a type of economy that contains elements of more than one type of economic system

Multinational corporation	<ul style="list-style-type: none">• a large corporation with a head office in one country and branches in other countries
National government	<ul style="list-style-type: none">• the government of a country or nation
Per capita GNP	<ul style="list-style-type: none">• the value of all foods and services produced in a country divided by its population
Plenty	<ul style="list-style-type: none">• presence of enough of something to satisfy you
Rate of population growth	<ul style="list-style-type: none">• percentage increase in population per year
Scarcity	<ul style="list-style-type: none">• absence of enough of something or insufficient supply or shortage
Service industry	<ul style="list-style-type: none">• tertiary industry; industry providing a service rather than a product
Sorghum	<ul style="list-style-type: none">• a cereal grain
Staple crop	<ul style="list-style-type: none">• major crop grown to support a people
Subsistence level of development	<ul style="list-style-type: none">• a level of development in a country in which people produce what they consume and are limited essentially to life's necessities; farming is the main occupation
Trade	<ul style="list-style-type: none">• the exchange of one thing for another
Transitional level of development	<ul style="list-style-type: none">• a level of development in a country during which the change is being made from a subsistence to a commercial economy

Suggested Answers

Section 1: Activity 1

Answers in this activity will be personal but may include items such as the following:

- 1. hamburger, green salad, bread, apple pie, juice, coffee, fresh fruit
- 2. The meal might have cost between three and five dollars.
- 3. Did you work for the money or did your father and/or mother earn the money?
- 4. Did you choose the food because it's nutritious? Because you like it? Because it was what was put in front of you?
- 5. Most items likely came from the local grocery store. The juice probably came from Ontario or B.C., the pie from the local bakery, and the fresh fruit from California or Florida. You may have grown some of the fruits and vegetables in your own garden.
- 6. The rancher, the farmer, the baker, the fruit grower, the grocer, grocery-store staff, the shipper, and warehouse people were all affected – to name a few.

Section 1: Activity 2

- 1. • land
- labour
- capital

2.

Land	Labour	Capital
iron ore petroleum animals forest	mechanic waiter farmer engineer	computer factory house money

Section 1: Activity 3

- 1. Asia and Europe contain most of the world's population.
- 2. The northern hemisphere has most of the land.
- 3. Most capital is found in North America, Europe, Australia, and Japan.

Section 1: Activity 4

For Questions 1., 2., and 3. any of the following answers or other similar ones are possible.

1. wheat, dairy products, manufactured goods, plumbing services, electrical services, secretarial services, and so on
2. food, clothing, construction materials, car, school, restaurants, office, and so on
3. The foods you eat satisfy your hunger. The skills you have or are learning provide you with self-satisfaction and an income. The list, of course, goes on and on.
4. Japan's most important resource is people – i.e., labour.
5. Trade is the exchange of goods and services.
6.
 - import: acquiring goods from another region or country; goods acquired from another country
 - export: selling goods to another region or country for the purpose of trade; goods sold to another country
7. Here are a few ideas:

Advantages	Disadvantages
<ul style="list-style-type: none"> • development of resources • increase in employment • standard of living improves 	<ul style="list-style-type: none"> • loss of identity • loss of economic control • loss of political independence

8. The developed world uses most of the world's resources.
9.
 - protection of the environment
 - protection of people
10. It is effective when it improves quality of life.
11.

a. F	d. F
b. T	e. T
c. T	

Section 1: Follow-up Activities

Extra Help

1. There are many possible answers. The ones given may be used as a guide.

- | | | |
|-----------|-------------|---------------------|
| • people | • oil | • fish |
| • money | • coal | • birds |
| • skills | • iron ore | • bakeries |
| • soil | • computers | • factories |
| • forests | • air | • education systems |

2. These answers may be used as a guide. Your answer may vary.

Land	Labour	Capital
soil forests oil coal iron ore air fish birds	people skills education systems	money computer factories bakeries

Enrichment

Part A

Your report should contain several of the points mentioned in the following material:

As you have noticed, the level of development differs greatly among the three countries and so do the problems. Niger is very poor and is struggling to get enough food to feed a growing population. Peru has a small wealthy class and a large number of poor people. There is a need for jobs but industrial development didn't help very much. The policy of import replacement seemed to lead to more imports. The pricing of food is a problem and the consumer goods manufactured in Peru are too expensive for most of the people to buy. Malaysia is developing rapidly and even believes that a larger population is desirable. However, they are not free of problems.

Your advice will take these situations into account.

Part B

1. Your answers here will be personal. Here is a possible list:

- forests
- minerals
- hammers
- people
- skills
- water
- ploughs
- bulldozers
- animals

2. These answers may be used as a guide. Your answers may vary.

Land	Labour	Capital
forest	people	hammers
minerals	animals	ploughs
water	skills	bulldozers

3. Forests would likely be cleared for fuel and to open up land for farming. Mines would be developed. More tools would be manufactured, and more animals brought into service. People might start specializing in labour, trading their skills or goods for the skills and goods of others. This list, of course, could go on and on.
4. If you feel that quality of life has improved, you should point out the increased satisfaction of wants and growing material wealth.

If you feel that quality of life has deteriorated, you should point out such things as pollution, scarring of the landscape, overcrowding, loss of independence, and so on.

Section 2: Activity 1

1.
 - Asia
 - Africa
 - South America
2. The main occupation of people in poor countries is farming.
3. Women are generally responsible for growing food.
4. A staple crop is the major crop grown in an area. It is what supports the people.

5.
 - transportation
 - food (meat, milk)
6. Three factors that affect quality of life are housing, clothing, and sanitation. No doubt you can think of others.
7. The people in the photographs are no doubt free of many of the problems that confront persons in complex, fast-paced societies. The pace of their lives is slower, and they are less threatened by change. There is probably less crime, overcrowding, and pollution in their lives. The people can rely on family and friends. They are less likely to become rootless and lonely.



9. a. The area of Sudan is **2.7 million square kilometres**.
- b. The population of Sudan is **21.8 million people**.
- c. The average life expectancy is **forty-seven years**.
- d. The **Nile River** links the various regions of the country.
- e. Most of the labour force (**78 percent**) is involved in agriculture.

Section 2: Activity 2

1. You should have checks beside **a., f., g., and h.**
2. You doubtless checked three or four statements.
3. a. F c. T e. T
b. F d. F
4. a. Egypt is located on the continent of **Africa**.
- b. Most of the people still work in the field of **agriculture**.
- c. Egypt has a population density of **48.5 per square kilometre**.
5. Tourism is one of the most important industries in Egypt.
6.
 - Egypt has substantial resources.
 - Egypt has a good tourist industry.
 - Egypt has a high literacy rate.

Section 2: Activity 3

1. These answers are examples only. Your ideas may vary.
 - car
 - education
 - health care
 - telephone
 - good food
2.
 - They are located in the northern hemisphere.
 - They have continuous economic growth.
 - They have mixed economies.

3. Here are a few examples:

- | | | |
|-----------------|------------------|--------------|
| • running shoes | • car | • toys |
| • radio | • camera | • clothes |
| • VCR | • walkman | • motorcycle |
| • TV | • computer games | • foods |

4. a. T c. F e. T

b. F d. T

5. Japan has acquired a high standard of living.

6. Here are three examples of problems because of industrialization:

- overcrowding
- pollution
- stress

Section 2: Activity 4

1. a. The plough can be described as simple or primitive.

b. It is subsistence farming.

2. a. Here are some possible differences:

- Mechanization has been introduced.
- There are many people working.

b. Here are some possible similarities:

- Much work is still done by hand.
- Equipment is still relatively primitive.

3. a. There is only one person working.

b. Modern equipment is used.

4. Here are some possible disadvantages:

- You may not like to work evenings and weekends.
- There is little time to phone friends.
- There is less leisure time.
- You have to follow orders.
- You must conform to rules.

5. Here are five beneficial aspects. No doubt you have thought of others.

- adequate food
- employment
- education
- good health care
- good housing

6. a. These are some advantages of development:

- satisfaction of wants
- presence of family
- availability of consumer goods
- high standard of living

b. These are some disadvantages of development:

- air pollution
- deforestation
- water pollution
- garbage
- overcrowding

Section 2: Follow-up Activities

Extra Help

1. The standard of living is determined by the level of development.

2. Here are three factors, though there are others:

- improvement of education
- development of human and natural resources
- assistance or aid

3. The price of development includes such things as overcrowding, stress, and pollution.

4. Your answer will reflect your personal values, but most students answer as follows:

a. commercial

- b. • high income
- consumer goods
 - leisure time
 - ability to buy much of what one wants

Enrichment

Your paragraph should refer to specific skills and activities shown in the photographs. In your answer, you should also have made clear how these things improve quality of life.

Section 3: Activity 1

1. There are many solutions. Here are possible suggestions:
 - I could buy a motorcycle.
 - I could take the bus.
 - I could get a bike.
 - I could buy a car.
2. Your answers to Question 1. will determine your answer here. What follows is based on the possible answers that have been suggested.

Solutions	Advantages	Disadvantages
• motorcycle	<ul style="list-style-type: none"> • I could afford the payments. • It would be easy on gas. • I can show responsibility. 	<ul style="list-style-type: none"> • It is impractical in winter. • It is rather dangerous. • You have to change clothes. • Only two people can ride.
• bus	<ul style="list-style-type: none"> • Busses are convenient. • Busses are not expensive. • The bus stop is close. • You meet people. 	<ul style="list-style-type: none"> • Busses take too long. • Bus fares are going up. • It gets cold in winter. • Schedules are bad.
• bike	<ul style="list-style-type: none"> • Bikes are not expensive. • Bikes are easily parked. • The exercise is healthy. 	<ul style="list-style-type: none"> • You get wet in the rain. • Bikes are dangerous in traffic. • In winter, bikes are useless. • Helmets mess the hair. • You have to change clothes.
• car	<ul style="list-style-type: none"> • It is rapid and convenient. • It can be used year round. • I can finance the car. • My dad will lend me money. • The car will give me prestige. 	<ul style="list-style-type: none"> • The car is too expensive. • My wages are too low. • School work will deteriorate. • Insurance is expensive.

3. Your choices here will be personal.
4. Is your explanation clear and honest? Does it refer to quality of life?

Section 3: Activity 2

1. Your answers here will be personal. Here are three possible solutions:
 - In less-developed countries like El Salvador, land can be redistributed to improve quality of life.
 - Developed countries can help poor countries through direct aid and investment.
 - Education and skill training can lead to an improved quality of life in poorer nations.
2. What you discover in the process of researching will depend upon your proposed solutions and facilities. As you researched, did you feel more or less confident about the merits of each suggested solution?
3.
 - a. Land could be taken out of the hands of the few wealthy people who control it in countries like El Salvador. If redistributed to peasant families, more food crops, rather than crops meant for export, could be grown. Thus, the produce from the land would go directly to benefit the people rather than line the pockets of rich landowners. People would start to take pride in their farms, and quality of life would improve.
 - b. If wealthy countries invested more in poorer nations, resources could be developed and skills could be learned that would benefit both parties.

Through bilateral and multilateral aid programmes, developed nations could share their expertise and their wealth with poorer nations.

By enriching the world's poor nations, developed nations could ultimately help themselves as well. They would create new trading partners and new markets for their manufactured goods.

- c. If educational and skill levels could be raised in Third World countries, people there could help themselves and become less dependent on other countries. They could develop secondary and tertiary industries, and move away from subsistence farming. The skilled labour force could exist to make their nations self-sufficient and competitive.

4. Your answer here will be personal. Use the following as a guide.

Changes in government may be used as a strategy to bring about a better quality of life. At a country's level, the Cuban revolution improved the quality of life through modernization, better diet, and much improved educational standards. The EC in Europe has improved the quality of life of Europeans through the elimination of national barriers and the creation of more understanding and cooperation among the member countries. The United Nations as a global government improved the quality of life by preventing conflicts through dialogue and cooperation.

Land redistribution can improve quality of life by allowing farmers to own their own land and produce their food needs.

Foreign investment and foreign aid can provide poor countries with the opportunity to develop their own resources.

Quality of life improves considerably through education and skill development.

Section 3: Activity 3

1. Your answer will be personal, but will probably involve having a good quality of life.
2. Here are suggestions; your ideas may differ slightly.
 - a. One positive aspect is that economic well-being can be created.
 - b. One negative aspect is that there can be a loss of traditional values.

Section 3: Follow-up Activities

Extra Help

1. The following ideas may be included in your answers:
 - a. positive aspects
 - modernization
 - literacy and schooling
 - a better diet
 - a public health system
 - b. negative aspects
 - dictatorship
 - a lack of respect for human rights
 - the jailing of people for opposing the government

2. Three other strategies are

- foreign investment
- foreign aid
- education

3. Two aspects of development are

- the economic aspect – employment, better wages
- human aspect – the keeping of customs, traditions, and values

Enrichment

Your letter should include the following:

- your address
- the date
- a clear description of the types of help your village needs, for example:
 - a water project to make it safe
 - training in farming
 - a school with a teacher
- your name

You may have listed any other projects that would improve the quality of life.
Does your letter sound sincere and genuine?





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